

ABSTRACT

Title of Document: PROSPECTIVE ELEMENTARY TEACHERS'
LEARNING TO EDUCATE ENGLISH
LEARNERS IN A TEACHER EDUCATION
PROGRAM: A CASE STUDY

Shannon M. Daniel, Ph.D., 2012

Directed By: Megan Peercy,
Assistant Professor,
Department of Curriculum and Instruction

In this study, I examined the opportunities prospective elementary teachers had to learn about educating students learning English as an additional language during their thirteen-month Master's with Certification in Elementary Education (MCEE) program. Data collection efforts centered around repeated teaching observations and interviews with four focal participants who were members of the 2010-2011 MCEE cohort during eight months of their program. Additional data collection on candidates' learning

experiences in the program included surveys administered with the entire cohort, a focus group interview with the four focal candidates, and a focus group with four other members of the cohort. To investigate efforts teacher educators made to help candidates learn about educating English language learners (ELLs), I interviewed eight teacher educators in roles ranging from mentor teacher to program director. These interviews, along with observations of over one hundred hours of course meetings and a review of program documents, enabled me to identify challenges and opportunities teacher educators encountered when attempting to guide candidates in learning about educating ELLs.

When teaching ELLs in their internships, candidates learned valuable skills to educate ELLs, but they also attended to the implicit message that marginalizing ELLs in elementary schools and classrooms is acceptable. In regards to their coursework, candidates identified instances in which they learned about educating linguistically diverse students, but also reported that they remembered little overall because the education of ELLs was addressed infrequently. While teacher educators actively strove toward guiding candidates to learn knowledge, skills, and dispositions of educating linguistically diverse students, they faced challenges such as those related to communication and coherence among teacher educators at the university and school sites.

Implications for practice and research include implementing more innovative forms of collaboration among both teacher candidates and teacher educators in elementary education and second language education.

PROSPECTIVE ELEMENTARY TEACHERS' LEARNING TO EDUCATE
ENGLISH LEARNERS IN A TEACHER EDUCATION PROGRAM: A CASE
STUDY

By

Shannon M. Daniel

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Advisory Committee:

Assistant Professor Megan Peercy, Chair

Professor David Imig

Professor Jeff MacSwan

Assistant Professor Melinda Martin-Beltrán

Professor Nelly Stromquist

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CHAPTER 1: INTRODUCTION AND BACKGROUND

Introduction to Problem

The majority of elementary teachers are underprepared to support children who are learning English as an additional language while also learning grade-level skills and content. When teaching English for Speakers of Other Languages (ESOL), I frequently stepped into elementary grade-level classrooms to bring students to our pull-out ESOL classrooms, with a response of jubilation from both students and teachers. In particular, I remember a young Chinese boy who would be curled into a ball, with his head on his knees, every time I came into the classroom. When I arrived, he would smile happily and his fifth-grade social studies teacher would vehemently thank me for taking him off his hands for those thirty minutes. This social studies teacher, along with others, clearly and openly expressed their lack of knowledge and skills of how to work with English language learners to me. Over the years, I have heard from ESOL teachers, colleagues who have told me that some grade-level teachers do not understand the contribution, role, or practice of ESOL teachers with students in elementary schools. At the university, I have worked with in-service elementary school teachers who chose to supplement their teaching certification with coursework in educating English language learners (ELLs), because they have more students who are learning English as an additional language in their classrooms every year, and they crave information on how to support this group of students. These experiences motivated me to look beyond my own experience to examine the literature, and explore how and when prospective elementary teachers can learn about educating English language learners in their teacher education programs.

In the United States, the American Association of Colleges for Teacher Education (AACTE, 2002) has estimated that by 2030, English Language Learners (ELLs) will make up 40 percent of the U. S. K-12 population. As schools are frequently failing this growing population of multilingual students (Valdés, 2001), the need for teacher education programs to prepare a mostly White, female teaching force to work with culturally and linguistically diverse students becomes more urgent (Villegas & Lucas, 2002). If teachers are not prepared to support ELLs linguistically, academically, and emotionally, then ELLs are being denied their civil right to instruction from which they can understand and learn (AACTE, 2002). Unfortunately, forty-one percent of teachers in the United States have taught ELLs, but only thirteen percent of teachers have received any preparation for working with ELLs (National Center for Education Statistics, 2002). ELLs “must be seen as the responsibility of all teachers, not as the exclusive concern of ESL teachers” (Valdés, 2001), but in order to support students learning English as an additional language, teachers need opportunities to learn how they can educate these learners effectively. Valdés’s stance is reiterated by Harper and de Jong (2004), who argue that with the rapidly increasing numbers of ELLs in U.S. elementary and secondary schools, all mainstream teachers should be prepared to work with the diverse group of learners who are learning English as an additional language. Darling-Hammond (1997) has argued that teacher quality can have the utmost impact on student achievement, and her 2006 study showed that many new teachers do not feel confident in their abilities to effectively teach ELLs (2006).

Despite the fact that educational researchers have increasingly pressed for teacher education programs to better prepare teachers to work with culturally and linguistically

diverse students, some experts believe that few changes have been made in teacher education programs in the past twenty-five years (Hollins & Guzman, 2005). Ball (2009) argues that teacher educators must “reconceptualize current notions of professional development so that we place the preparation of teachers to teach in culturally and linguistically complex classrooms at the *center*, rather than at the *margins*, of current reform efforts in teacher education” (p. 70, emphasis added). More specific to the population of students learning English, Grossman and McDonald (2008) argue, “we need similarly well-developed and carefully specified explications of the features that matter for instruction of English learners or other students who have been underserved by our educational system” (p. 188). Grossman and McDonald (2008) also call for further research on culturally responsive pedagogy as a means to strengthen teacher education and help culturally and linguistically diverse students achieve academically. Providing teacher candidates with opportunities to learn the knowledge, skills, and dispositions they need to support English language learners is especially important because schools are failing students who are learning English as an additional language.

Research into the experiences of ELLs in elementary and secondary schools shows that students are frustrated because the school system is failing to support them in achieving their goals (Olsen, 1997; Valdés, 2001; Menken, 2008; Suarez-Orozco, Suarez-Orosco, & Todorova, 2008). These researchers documented many immigrant youths’ high aspirations of obtaining postsecondary education, as well as their academic failure in K-12 school settings (Olsen, 1997; Valdés, 2001; Suarez-Orozco, et al., 2008). Many newcomer students also acknowledge the necessity of learning English to reach their goals, as well as their sincere desire to learn the language (Suarez-Orozco, et al, 2008).

ELLs are acutely aware of many teachers' lower expectations of students in English as a Second Language (ESL), bilingual, or sheltered content classes (Olsen, 1997; Suarez-Orozco, et al.; 2008). While these classes are often too simplified and boring for them (Olsen, 1997; Valdés, 2001; Suarez-Orozco et al., 2008), ELLs sometimes become overwhelmed or lost once they transition to mainstream classes (Suarez-Orozco, et al., 2008).

Although a host of factors can affect academic success or failure, teacher quality has been identified as having a major effect on students (Darling-Hammond, 2000; Rockoff, 2004), and teacher quality is improved by adequate and effective teacher education (Darling-Hammond, 2000). Thus, in this study, I seek to explore the opportunities that prospective elementary teachers have to learn about educating ELLs in their pre-service teacher education program.

Purpose and Significance of Study

Quite simply, the overriding, multi-layered problem that inspired me to conduct this study was that the number of teachers who are well-prepared to teach ELLs is far smaller than the number of classrooms with one or more ELLs. As mentioned previously, multiple scholars (e.g. Grossman & McDonald, 2008; Hollins & Guzman, 2005) have called for researchers to attend to this pressing issue of preparing teacher candidates for culturally and linguistically diverse student populations, but few empirical studies have been conducted on the topic of preparing pre-service elementary teachers to work with ELLs (Lucas & Grinberg, 2008). Multiple questions arise from this problem: How can teacher educators connect teacher candidates with ELLs and the unique knowledge, skills, and dispositions needed in teaching ELLs? What types of consistency exist between mainstream teacher preparation programs within and between states, and would

new policies or new standards improve the preparation of teachers to work with ELLs? How do teacher educators attempt to prepare candidates to work with ELLs? What are the contextual factors (political, financial, and systemic) that affect teacher educators' decisions? What preparation do teacher candidates feel they need to be prepared to work with ELLs?

Although all of these questions are important, I cannot hope that one dissertation will make changes to teacher education programs throughout the country. My purpose in this study is to examine one pre-service master's program in elementary education to determine how the program prepares candidates to work with ELLs. I have multiple purposes in this work.

My goal is to provide a description of how this 13-month intensive MCEE in elementary education program addresses issues related to teaching ELLs. A "thick description" (Geertz, 1973, p. 5) of this program can contribute to the literature, as this type of shorter, alternative teacher education program is increasingly common throughout the United States (Zeichner & Conklin, 2005). As teacher candidates in this program are mostly White females, similar to the dominant demographic of teachers and teacher candidates throughout the United States, I hope that my exploration of this MCEE program will inform similar programs across the country. I will identify and describe which components of the program connect teacher candidates to ELLs and to the unique knowledge, skills, and dispositions related to educating ELLs. Teacher preparation can take multiple forms, such as tutoring ELLs (Bollin, 2007), observations of ESOL students in mainstream classes (Virtue, 2007), action research (Sowa, 2007), and other aspects of teacher education. I want to know which parts of this MCEE program increase

candidates' preparation to work with ELLs, and what hinders them from pursuing opportunities to learn about educating ELLs. Another purpose of my study is to create implications for how the program can improve the ways it prepares candidates to work with ELLs. Exploring teacher candidates' and teacher educators' perspectives on the opportunities and challenges they experience in helping candidates learn to educate ELLs throughout the pre-service Master's program will contribute to the literature by informing teacher educators about what processes are most problematic and most promising in helping them learn about ELLs. I hope we can collaboratively envision alternative ways the program can prepare future teacher candidates to work with ELLs, as well as highlight effective practices already in place in the MCEE. I examine how multiple forms of data—conversations with teacher candidates, teacher educators, and administrators, and review of documents—converge (and/or diverge) in their frameworks, goals, and conception of successful teacher preparation around the focal topic of educating ELLs in elementary, grade-level classrooms, as program-wide coherence can enhance teacher preparation (Athanasios and de Oliveira, 2011). Finally, I hope that the participants in this study—teacher candidates, teacher educators, and administrators—benefit from our conversations around the topic of teacher preparation for ELLs.

Research Questions

Although scholars (i.e. Lucas & Grinberg, 2008) have heightened educators' and researchers' awareness of the issue of preparing all teachers to educate linguistically diverse students, few studies have examined the ways teacher education programs prepare candidates to work with ELLs. While some researchers, such as McDonald (2005) have examined teacher education programs with a focus on the program's attention to social justice, and others (i.e. Athanasios & de Oliveira, 2011) have focused on

programs with an explicit goal of preparing candidates to work with ELLs, more research on how increasingly common 13-month master's with certification programs' prepare teachers to work with ELLs is an important need. Although alternative teacher education programs, such as this master's in elementary education program, are increasingly common for a range of teacher certifications (elementary, secondary content areas, K-12 TESOL and Art, for instance) across the United States, exploring how the master's in elementary education prepares candidates for ELLs is especially important. Preparing future elementary school teachers to work with ELLs can give these students the foundations in literacy, content, learning strategies, and English language acquisition that they need to achieve academically as they move on to more complex academic content and language in secondary schools. Thus, a study on how prospective elementary school teachers are prepared to educate ELLs can increase awareness of this issue of teacher preparation, provide some description of how one program is (and is not) doing so, and eventually make a positive impact on the education of ELLs in K-12 schools.

In this study, I examine one overarching question with three sub-questions:

- What opportunities does the Master's with Certification in Elementary Education (MCEE) afford candidates to learn about the knowledge, skills, and dispositions needed to educate students learning English as an additional language?
- How do teacher candidates describe what and when they learned about educating students learning English as an additional language in elementary education classes during their MCEE experiences?

- What efforts do teacher educators make to prepare candidates to educate ELLs within the MCEE, and what challenges do they view as impeding their efforts?
- What suggestions do candidates and educators have for how the program can continue to provide—and improve—meaningful opportunities for candidates to learn about educating students learning English as an additional language?

Definitions of Key Terms

Within the field of education, some terms can be interpreted in multiple ways, thus I define the key terms of this dissertation here.

- *English as a Second Language (ESL)*: instruction that helps ELLs acquire both social and academic English language skills (Ovando, Combs, & Collier, 2006). In this paper, I focus on K-12 public schools in the United States. English for Speakers of Other Languages (ESOL) is synonymous with ESL.
- *English Language Learner (ELL)*: In this report, ELLs refer to students who are not yet proficient in English, are in the process of acquiring English (Ovando, Combs, & Collier, 2006), and who speak a primary language other than English. For my purposes, I only refer to ELLs who are K-12 students in the United States public school system. I also refer to this group of students as multilingual or linguistically diverse learners.
- *Mainstream teacher candidates*: In this paper, my use of “mainstream teacher candidates” refers to non-ESL specialists who are earning certification in elementary education. I use this term and “prospective elementary teachers,” “pre-

service elementary teachers,” “grade-level teachers” or “teachers in grade-level classrooms” interchangeably.

- *Master’s with Certification in Elementary Education (MCEE) program:* The MCEE program is a thirteen-month program in which candidates enroll in teacher education coursework throughout the entire program and intern in public schools for one academic year. At the end of the program, teacher candidates earn both a Master’s in Education (M.Ed.) as well as certification to teach in elementary schools, provided they also complete the teacher certification examination of the Praxis and complete necessary state-level paperwork.
- *Elementary education:* Officially, teachers in elementary education in the state where the program under study takes place are certified to teach 1st through 6th grade, and middle school (6th-9th grades) with an ad hoc certificate.
- *Policies:* I expand the definition of policies to include legislation, government documents, court decisions, and college of education documents in order to more comprehensively review multiple factors affecting teacher preparation for ELLs. My definition aligns with the U.S. Department of Education (2010), which includes legislation, accountability plans, state standards, regulations, guidance, and flexibility within education laws on its webpage.
- *Knowledge, Skills, and Dispositions:* Darling-Hammond (see, for example, 2006) has repeatedly discussed the importance of all three components of pre-service teacher preparation and in-service teacher performance. Generally speaking, knowledge is what teachers need to know, skills are what teachers must be able to do, and dispositions are attitudes teachers should hold. In this document, I use the

most recent draft of the Interstate Teacher Assessment and Support Consortium (InTASC) definitions of the three:

- *Knowledge*: declarative and procedural knowledge as necessary for effective practice

Skills: the aspect that can be observed and assessed in teaching practice

Dispositions: the habits of professional action and moral commitments

that underlie performances (Council of Chief State School Officers, 2010, p. 5)

Broader Contextual Background: Policies that Impact Teacher Preparation to Educate English Language Learners

While my focus in this study is to explore the in-depth experiences of teacher candidates and teacher educators within the MCEE program, a broader perspective of global trends, national and state policies for education, and dictums from education-based organizations provide the relevant and necessary context for understanding the processes that occur within the MCEE. Globalization—increased mobility and migration patterns, the strengthened dominance of the English language throughout the world, and the influence of neoliberal market structures on educational systems (Stromquist & Monkman, 2002)—has intensified. I gradually move from the global to the local, ending with a review of the Strategic Plan from the large mid-Atlantic university whose MCEE in elementary education will be the focus of my study. Global trends influencing teacher education and the importance of preparing teachers to work with ELLs, which I will further describe below, include both increased migratory flows (Held, McGrew, Goldblatt, & Perraton, 1999) and competing neoliberal and social justice agendas for education (Lipman & Monkman, 2009; Rizvie & Engel, 2009). Within the context of the

United States, a brief review of historical decisions and legislation that inform the education of ELLs provides insight into the issue of teaching ELLs. Next, I move to discuss the No Child Left Behind Act and its influence on the education of ELLs. As no national policy on teacher preparation for ELLs exists, I review the policies of three states: California, Florida, and one Mid-Atlantic state¹. Both California and Florida have policies that require all teachers to participate in professional development in the educational issues of ELLs, and therefore serve as interesting cases on this question. Finally, I examine the policies on teacher education in a mid-Atlantic state, which is the state in which the program resides, as well as the Strategic Plan of the College of Education whose program is being studied here. I do this in order to examine policies that influence teacher education for ELLs in these states, and to make comparisons between the three states. I conclude with a series of implications for policymakers, researchers, and teacher educators.

Globalization Trends

Two major trends of globalization affect education. The first is that the neoliberal tendencies of the market are increasingly affecting social goods such as education, while education policies often claim to focus on equity rather than efficiency. The second is that with globalization have come increased transnational migratory flows. These global trends directly inform the considerations of creating policies to prepare mainstream teacher candidates in the United States to work with English language learners.

Neoliberal trends overpower social justice purposes in education

The intensification of globalization has had multiple impacts on the state of education, and while some educational goals are based on impeding neoliberal tendencies

¹ The particular state name is not included in order to keep the MCEE program, and my study participants, anonymous and confidential.

that have spread from the marketplace into the realm of education, other educational goals are built upon the concern of equity for all. With the construct of the knowledge society (Rizvi & Engel, 2009; Stromquist, 2002), stakeholders are giving greater attention to creating and adapting educational policies. At the same time, tension between neoliberal and social justice agendas, or what Lipman and Monkman (2009) refer to as “global neoliberalism and resistance to it” (p. 526) continue to confound the development of educational policies.

Neoliberalism, or a focus on competitive and efficient markets, has begun to dominate not only trade, business, and economic trends, but also education systems (Rizvi & Engel, 2009; Stromquist, 2002). The educational goal of preparing more competitive workers stems from neoliberalism and human capital theory (Robertson, 2009). According to Peck and Tickell (2002), these neoliberal trends have left concerns of equity and social justice secondary in the policy-making arena. Some argue that “neoliberal globalization is redefining education and undermining educational equity” (Lipman & Monkman, 2009, p. 526). Within this framework, the goals of efficiency and effectiveness become paramount. Policymakers who outline educational methods, standards, and desired outcomes are increasingly removed from the educational institutions in which practitioners work. Practitioners are told they must work toward effectively fulfilling “accountability” standards rather than focusing on humanistic purposes of teaching and learning for equity (Rizvi & Engel, 2009).

Sleeter (2009) claims that the spread of neoliberalism has led to the reduction of teacher education programs as universities are tightening their budgets and pressuring colleges of education to decrease the time it takes for teacher candidates to complete the

programs, graduate, and become certified (Sleeter, 2009). While colleges of education are minimizing their on-site conventional programs due to budget restraints, alternative routes to certification—either through colleges of education or other agencies—are constantly rising. Between the years 2000 and 2004, the number of alternative certification programs rose by 40%, and in the 2003-2004 school year, approximately 20% of teachers became certified via alternative routes (U.S. Department of Education, 2006). Unfortunately, a direct result of shortening teacher education programs is that foci on multicultural education and meeting the needs of culturally and linguistically diverse students are viewed as competing with methods coursework “rather than complementing methods coursework” (Sleeter, 2009, p. 615). Ultimately, the largest challenge teacher education programs are facing when preparing teachers to work with ELLs is a lack of time. In their study of 374 teacher education programs, the U.S. Government Accountability Office found that although 73% of teacher education programs wanted to improve the preparation of teachers to work with ELLs, 59% claimed that time was the largest barrier (2009).

A second, and perhaps overshadowed, trend in globalization is the concern of equity in educational opportunities, which can be seen through initiatives and voices of educational scholars who fight for a social justice perspective (e.g., Cochran-Smith, 2005; North, 2006). The National Council of Accreditation for Teacher Education’s (NCATE) attention to social justice within their 2000 standards spurred a great deal of debate in the educational community (Cochran-Smith, Barnatt, Lahann, Shakman, & Terrell, 2009, p. 626). Critics of the inclusion of social justice are concerned that teaching for social justice means either that teachers should prioritize children’s feelings over

children's learning or that teachers should promote liberal political ideologies in the classroom. Cochran-Smith et al. (2009) debunk these critiques by stating that social justice and knowledge are not mutually exclusive, that ideology and politics cannot be separated from teaching and learning, and that the advocacy of teaching for social justice is not taking away the freedoms of conservative teacher candidates, but is ensuring more freedoms for all students.

Some scholars have argued that both neoliberal and social justice goals can be met through education (Green, 2006). Green (2006) argues, "recent trends in western economies suggests that various binary models which pit economic competitiveness against social cohesion need to be rethought and that there are possible models of the knowledge society which come closer to combining both" (p. 309). Nordic states, in which a social democratic model rather than a market model guide societal and educational practices, generally have higher employment rates, higher productivity, and higher levels of social cohesion and equality (Green, 2006). Perhaps in this vein, some educational policy-related documents, such as *A Nation at Risk* (National Commission on Excellence in Education, 1983) have pushed for both superior achievement and equity. Another example of these competing frameworks—education for productive workers and education for equity—is also evident in Arne Duncan's 2010 fiscal year budget request for education in the United States. Duncan, the U.S. Secretary of Education, emphasized the goal of education for equity by stating, "education is the civil rights issue of our generation, and the only truly effective weapon in our nation's long war on poverty," but sentences later, he focuses on the neoliberal goals of education to create competitive and productive workers by claiming, "we need college-ready, career-ready, internationally

benchmarked academic standards,” because the children of U.S. schools are competing with other children on an international level (Duncan, 2010).

Unfortunately, these competing trends are often misconstrued and unrealistically combined in rhetoric, policies, and educational goals, with the market model prevailing over issues of equity. One example of these competing trends in educational policies in the global society is the lifelong learning initiative of the Organization for Economic Cooperation and Development (OECD), which focuses on lifelong learning not for the purpose of equity of social justice, but actually for the goal of creating more competitive, efficient, and flexible workers (Rizvi & Engel, 2009). Others have argued that although the United States’ educational system claims to focus on equity and inclusion, the trend toward meritocracy leaves ELLs excluded from both fully participating in school culture and having access to multiple opportunities to achieve academically (Olsen, 1997). Teacher educators must continue to grapple with the question of how best to prepare teachers to work with ELLs—and whether or not this issue is valued, and by whom—within the confines of neoliberal and social justice agendas.

Increased Migratory Flows

Although the United States has a history of immigration of various forms, occurring for reasons from the slave trade to the immigration of European settlers, the number and frequency of immigrants coming to this country increased in the 1960s and 1970s (Held, McGrew, Goldblatt, & Perraton, 1999). In their comprehensive review on migratory flows, Held et al. (1999) discuss the increase in emigration to the United States and the shift from European to more Latin American and Asian-Pacific immigrants. Immigration levels increased with each decade, and immigration to the United States “dwarfs” immigration levels of other countries (Held et al., 1999, p. 304). Immigration

estimates suggest 25 million people entered the United States between 1945 and 1995. Although the intensity of immigration does not exceed that of immigration in the late 1890s and early 1900s, the current level of ethnic diversity in the United States is unprecedented.

The data from the 2005-2007 three-year community survey, an interim for the U.S. census, estimates that more than nineteen percent of the U.S. population speaks a language other than English at home (U.S. Census Bureau, 2007). Almost nine million school-aged children are first-generation immigrants, many of whom speak English as a second language (Garcia & Cuellar, 2006). Although some states (California, Florida, New York, New Jersey, Illinois and Texas) have the highest immigrant populations, it is important to note that immigrant populations are shifting to other states and to more suburban areas (Capps, Fix, Murray, Ost, Passell, & Herwanto, 2005). In fact, between 1990 and 2000, children of immigrants in the K-5 population increased in many states, including large shifts in states such as North Carolina (with a 153% increase), Nebraska (with a 125% increase), and Iowa (with a 94% increase), among others (Capps, et al., 2005). Because the number of students who speak a language other than English at home is rapidly increasing in all regions of the US, all teachers must be prepared to help these learners succeed.

The competing neoliberal and social justice agendas for education and contemporary migratory flows, as processes of globalization, inform the issue of teacher preparation. Educational researchers, especially those who study the preparation of teachers for culturally and linguistically diverse students, must attend to “descriptions of contexts and settings that capture significant features, that weave events in the

educational arena with those taking place in other arenas (be they economic, technological, cultural or political)” (Stromquist, 2002, p. 186). After reviewing these globalization trends, description of historical and current federal legislation in the United States illuminate educational processes for ELLs.

United States Context: Preparing teacher candidates to work with English learners

In this section, I will first briefly delineate some important legal decisions that have expanded the educational opportunities and services for English language learners. After discussing the historical background of the United States’ Department of Education’s focus on education for English language learners, I will explicate the policies that have had a direct impact on the preparation of all teachers to work with English language learners. In order to highlight various policy decisions throughout the United States, I will discuss policies of preparing teachers to work with English learners in three states: California, Florida, and a state in the Mid-Atlantic. As I plan to study a teacher education program in a large, mid-Atlantic university, the policy analysis of Maryland will extend into the College of Education’s goals and framework. Finally, I will highlight relevant statements from professional institutions and organizations that create standards for teachers and guidelines for teacher certification.

Just as Lipman (2002) examined the policies affecting Chicago school practices, and then conducted qualitative research on individuals within the schools there, I would like to first examine policies related to teacher education and then conduct research with the participants in the MCEE. Lipman argues, “through their definition of public problems and the solutions they pose, policies organize consciousness around shared understandings of educational issues and of specific social groups” (p. 382). As

legislation attending to ELLs' needs has increased, administrators and teachers have increased their attention to the unique challenges and opportunities of educating ELLs in K-12 schools. I would add to Lipman's argument; not only do policies influence awareness and comprehension of certain educational issues by what problems and solutions they pose, but policies also influence action through the problems and solutions they do *not* address. Lipman's argument supports my decision to attend to influential policies in teacher education and the education of ELLs in the United States, as these policies directly affect the interactions and actions of teaching in K-12 schools as well as preparing teachers in pre-service teacher education programs.

Historical Overview of Education Policy for English Language Learners

A review of the policies, legislation, and court cases that have advanced educational opportunities for ELLs is necessary to understand the basis of policies affecting teacher education for working with ELLs. Some legislation, such as the Civil Rights Act of 1964, has set grounding principles for governmental services that affect the education of ELLs years later. Other legislation, such as the Equal Education Opportunities Act of 1974, explicitly focuses on education for language minority students. Language of public schools in the United States has been a contentious issue since the 1800s. Between the 1800s and 2010, changes at the national, state, and district level have affected the scope of services provided to those in the United States who are or have been learning English as an additional language.

In the 1800s, as such a larger number of immigrants from around the world were living and working in the United States, many schools provided bilingual education to their students (Kloss, 1977). Later, in the early 1900s, the focus became assimilatory and as many as fifteen states passed laws for English-only instruction in public schools

(Higham, 1992). The tumultuous history of tensions between English-only proponents and advocates for bilingual education has continued from the late 1700s until today. In the late 1700s and early 1800s, Pennsylvania, Ohio, and other states had laws or provisions that schools operate bilingually (Scott, Straker, & Katz; 2009). Later, when the number of German immigrants heightened in the late 1800s, some states passed laws requiring schools to use English only, but again, after time, some states such as Illinois and Wisconsin repealed these laws (Scott, et al.; 2009). In the first half of the twentieth century, policies continued to oscillate at the statewide level, with examples such as Hawaii shifting between barring foreign languages such as Korean, and then serving students in their heritage languages in some cases (Scott, et al., 2009). This brief historical overview highlights two important facts: 1) in many instances, decisions surrounding the language of schooling have been made at the state, not federal, level, 2) no definitive and clear policy regarding the language of schooling or the services offered to bilingual or English language learning students had been clarified until the latter half of the twentieth century. One more essential understanding in this discussion of the historical background that affects policies of preparing teachers to work with ELLs is that the United States has no official language explicitly identified in the constitution.

From the 1950s until today, legislative developments, from the top down and bottom up, have expanded the rights related to ELLs' access to and quality of education in the United States. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving financial assistance from the federal government (United States Department of Justice Civil Rights Division, 2003). This monumental Act includes a focus on discontinuing discrimination

against immigrants who now live, work, and participate in the public school systems in the United States. Shortly thereafter, the Bilingual Education Act, or Title VII of the Elementary and Secondary Education Act, was passed, which both acknowledged the necessity to give students with limited English proficiency special instruction, and funded educational programs and teacher training to expand the pool of teachers who could effectively impart bilingual instruction (Crawford, 1997). For more than two decades, Title VII funds were re-allocated to provide ELLs with an equal opportunity to reach high standards that all students have, and to support all students in becoming proficient in two or more languages (U.S. Department of Education, 1995). In 1974, the Equal Education Opportunities Act was passed, which not only prohibits discrimination on the basis of race, color, or national origin, but also requires school districts to help students overcome language difficulties that hinder equal participation in educational programs (United States Department of Justice Civil Rights Division, 2008).

Public opinion on the issue of equal educational opportunities for language minority students has made significant impact on court decisions and legislation over the past half century. In 1974, the Chinese community in San Francisco organized resistance and brought the case *Lau v. Nichols* to the Supreme Court. The court ruled that the 3,000 Chinese students had not been provided with equal education opportunity. Although the court did not explicitly direct the school system in which method to use in providing the students with equal education, the court suggested, “Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instruction to this group in Chinese is another. There may be others” (1974, as cited by the U.S. Department of Education, 2005). The Supreme Court decision led to guidelines for identifying ELLs

and effectively instructing them (Lyons, 1990). Two other court cases, *Castañeda v. Pickard* and *Plyler v. Doe*, also had significant impacts on the education of ELLs. The 1981 decision of *Castañeda v. Pickard* created three questions to assess school districts' programs for ELLs: is the program based on educational theory that is approved by some experts in the field, are the districts' resources (materials and personnel) capable of implementing the program effectively, and does the district evaluate its programs and make improvements when necessary? (U.S. Department of Education, 2005). In the *Plyler v. Doe* (1982) case, the Supreme Court decided that, based on the 14th Amendment, schools are prohibited from denying undocumented immigrants admission to school, requiring students or their parents to document their immigration status, or requiring students' social security numbers (FindLaw, 2008).

Although the aforementioned policy developments have improved ELLs' access to a high-quality education, other policies and laws, such as California's Proposition 227 in support of English Only, have hindered ELLs' access to a high-quality education. Although the argument of English Only versus bilingual education has been a controversial one, many educators agree that teachers' maintenance and use of students' first language *and* English can lead to a higher-quality education (Ovando, Combs, & Collier; 2006). This historical overview highlights that debates on language use in education continue throughout centuries in the United States, that directives are not always clear, and that states choose quite diverging methods and policies for working with students who are learning English as an additional language.

Contemporary Nationwide Policies Affecting the Education of ELLs

Currently, the No Child Left Behind (NCLB) Act has great impact on education for all students, including ELLs. With Goals 2000 and Title I of the NCLB Act of 2001,

policymakers have emphasized the goal of all students meeting national standards, which is evaluated via standardized test scores. Although educational policies often stem from district or state levels, NCLB is part of the legislation that has intense implications for K-12 schools throughout the nation. Unfortunately, Titles I and III of NCLB (2001) have minimized the types of bilingual and other forms of language support classes and programs that are available to ELLs. NCLB has both positive and negative implications for the education of ELLs, which will be underscored in this section.

Capps, Fix, Murray, Ost, Passel, and Herwantoro (2005) provide a clear and cohesive summary of the potential opportunities and challenges NCLB poses for ELLs in K-12 schools. Under Title I of NCLB, schools with low-achieving ELLs may undergo interventions. Title III of NCLB states that ELLs' academic achievement must increase (U.S. Department of Education, 2005). If schools do not manage to improve ELLs' achievement (as measured by test scores), interventions, such as mandated provision of after-school programs, parents' withdrawing their children and sending them to other schools, restructuring (firing any teachers or staff who are not highly qualified), and potential closure may be implemented (Capps et al., 2005). States are accountable for improving ELLs' scores on an annual basis, and ELLs are held to the same standards as other students in the content areas. NCLB also brought opportunities to ELLs in that schools are given support to provide new and alternative assessments for ELLs (including accommodations or tests in students' native languages). Finally, Capps et al. (2005) highlight NCLB's promotion of curriculum development, emphasis on swift acquisition of English, and the rights of parents to understand the school's instruction for ELLs, their own children's progress, and the fact that they have the right to choose whether or not

their children attend ESOL classes. Unfortunately, schools have had difficulty with leading students to achieve adequate yearly progress, which requires schools to increase the number of students who pass standardized tests (U.S. Government Accountability Office, 2009).

Capps et al. (2005) highlight some challenges that NCLB has presented to ELLs in K-12 schools. Importantly, similar aspects of NCLB can promote either opportunities or challenges, or both, depending on the ways in which NCLB is implemented in the school system. For instance, although holding ELLs to similar standards as other students promotes high expectations and potentially more rigorous education for ELLs, this aspect of NCLB could also cause ELLs to lose specific instruction and support from ESOL teachers and explicit help in language acquisition. Three potential ways NCLB negatively affect the services ELLs can obtain in school include the lack of first language support and maintenance, the increase in drop-out rates caused by students who are labeled as failing, and the redirecting of ELLs from ESOL classes to remedial reading support groups. When all students are held to the same standards, some mistakenly assume that the same curriculum and instructional methods can then be given to all students in order to help them reach these standards. However, ELLs have unique linguistic and cultural challenges and opportunities on their path to educational achievement. Along the lines of language acquisition, the focus on rapidly enhancing ELLs' English skills has unfortunately led to a lack of support and maintenance of their first languages. Another way in which NCLB has complicated education for ELLs is that schools are not only racially segregated, but also linguistically and by income. This means that "schools enrolling large numbers of ELLs are disproportionately missing the law's performance

targets” (Capps et al., 2005, p. 36). Finally, continually getting low scores or failing the standardized tests may discourage and frustrate ELLs and lead to higher dropout rates among these students. Harper and de Jong (2009) argue that the emphasis on reading skills within these standardized tests also leads ELLs to be placed in remedial reading classes rather than giving them extra ESOL support. Capps et al. (2005) beg the questions of whether or not other ways of measuring progress among ELLs could be implemented and whether the funding structures could be manipulated to provide schools with high numbers of “protected groups” under NCLB with extra support.

The Blueprint for the Reauthorization of the Elementary and Secondary Education Act in 2010 (U.S. Department of Education, 2010) focused more on supporting ELLs than federal policy has in the past. The major theme in the Blueprint is to prepare high school students to be ready to attend college or start a career. In order to have all students be college- and career-ready when they graduate from high school, “states will develop and adopt statewide English language proficiency standards for English learners, aligned so that they reflect the academic language necessary to master the state’s content standards” (U.S. Department of Education, 2010, p. 8). The Blueprint emphasizes the importance of meeting the needs of English language learners with “a continued commitment” to “improving programs for English learners and encouraging innovative programs and practices to support English learners’ success and build the knowledge base about what works” (p. 19). The Blueprint also asserts that “effective professional development for all teachers of English learners, including teachers of academic content areas” will be a priority (U.S. Department of Education, 2010, p. 20). Although the Blueprint does not give specific details about the types of programs that the U.S.

Department of Education will support, how programs will improve, or how professional development can be implemented effectively, the increased awareness and attention to ELLs' education is an exciting development. The rate of development, though, remains questionable. The Elementary and Secondary Education Act, initiated in 1968, is supposed to be reauthorized every five years, but the last reauthorization was the famous No Child Left Behind Act in 2002.

Ultimately, NCLB has had an indisputable impact on the daily lives of students and educators in K-12 public schools in the United States, and this focus on NCLB is a necessary element of the discussion on policies affecting ELLs' education. Although proponents of NCLB focus on the positive aspect of requiring highly qualified teachers, Harper and de Jong (2009) argue that many ELLs are taught by unqualified teachers, as ESL and bilingual education is not recognized as a core content area. Viewing ESL and bilingual courses as less important can lead to less emphasis in teacher education for these types of courses, less of a focus on these in K-12 school curricula, or in the worst case, to a view of ELLs as less important students. According to the National Center of Education Statistics (2002), fewer than one out of ten teachers who teach ELLs have actually had more than eight hours of professional development regarding the education of ELLs.

Contentiousness on working with ELLs in K-12 schools and preparing teachers to support ELLs continues as new developments emerge in national and state-level education policies. In 2010 and 2011, most states adopted the new set of Common Core Standards for K-12 education, and the initiative of these standards at least explicitly addresses how these standards can be applied when working with ELLs, albeit with a

platitudinous addendum (Common Core State Standards Initiative, 2010). Arne Duncan allowed states to pursue waivers to release them from NCLB requirements. The seven states whose waivers were improved as of February 2012 had to explain explicitly how their education systems would help ELLs access and reach academic standards, several of which included professional development to help teachers support ELLs (Maxwell, 2012). The most recent bill for reauthorization of the ESEA from the House of Representatives has been criticized as hindering rather than promoting equity in education, and the National Education Association points directly to teacher quality and the education of ELLs as two areas of particular concern. Specifically, the National Education Association identified the problems of reduced funding for funds to prepare high quality teachers for low-income students (Title II) and the incorporation of Title III for ELLs funding into Title I (2012).

As of February 2012, The Elementary and Secondary Education Act has yet to be reauthorized. NCLB requires that all teachers be highly qualified, but the definition of a highly qualified teacher remains unclear. Perhaps rather than asking the definition of highly qualified, the question should be highly qualified for whom? Also, what connections exist between being a highly qualified teacher and a highly effective teacher? If all teachers are responsible for ELLs' educational achievement under this policy, why are mainstream teachers not required to learn about how to support ELLs academically, such as researching or taking courses about second language acquisition theories and processes? The following discussion of teacher education agencies can illuminate educational professionals' tentative responses to this question.

Teacher Accreditation Agencies' Perspectives on Preparing All Teachers to Educate ELLs

Several organizations play large roles in creating standards, policies and goals that direct the development of teacher education and certification programs. Two of the most prominent organizations influencing the credentialing of teachers in the United States are the National Council for the Accreditation of Teacher Education (NCATE) and the American Association of Colleges for Teacher Education (AACTE). NCATE is an organization that reviews teacher education programs to determine whether or not they are capable of preparing teachers who meet the rigorous NCATE standards. Aside from assuring the public that the teachers graduating from an NCATE-accredited program are well prepared, teacher candidates are also comforted that by attending an NCATE-approved program, their credentials will be acceptable in most states (NCATE, 2010). According to their website, AACTE's mission statement is to "promote the learning of all PK-12 students through high-quality, evidence-based preparation and continuing education for all school-based personnel" (2010). AACTE has eight hundred member institutions who work toward the goals underlying the mission statement: to develop evidence-based consensus on teacher education, to provide a powerful voice for policymakers, to strengthen teacher education programs, and improve the abilities of the teacher force to work with diverse learners (AACTE, 2010). Although both organizations have profound influence on the organization and implementation of teacher education programs nationwide, each takes its own approach to advocating for the preparation of teachers to work with ELLs.

NCATE: National Council for the Accreditation of Teacher Education

Although NCATE does not dedicate one of its standards to the education of ELLs, its desire for teachers to have a social justice disposition (as discussed in the first section of this paper) and their diversity standard attend to ELLs' educational needs. NCATE first stated that teachers must be prepared to work with diverse learners as early as 1976, and since then, it has created one standard on diversity, with attention to diversity also mentioned in some of NCATE's other five standards for teacher education programs. Within the diversity standard (standard #4), English language learners are discussed in two of four subheadings. More specifically, NCATE writes that teacher education programs must "provide a well grounded framework for understanding diversity, including English language learners and students with exceptionalities" (NCATE, 2010, 4a). NCATE states that teacher candidates must "also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students" (NCATE, 2010, 4d).

It is important to note that NCATE's explicit attention to ELLs in its diversity standard has only occurred within the past few years. Before 2006, issues of linguistic diversity or awareness of preparing teachers for ELLs were not included (Ardila-Rey, 2008). That NCATE has edited its standards to focus more on educational issues of ELLs in teacher education programs shows a significant shift in the awareness of this growing K-12 population, and the urgent need to prepare teachers to teach these students. However, as Ardila-Rey (2008) highlights, "if the programs that prepare teachers don't interpret these guidelines in appropriate ways," NCATE's standards may not lead to

useful and meaningful preparation of mainstream candidates to work with ELLs (p. 345).

AACTE: American Association of Colleges for Teacher Education

AACTE has made a number of definitive statements on the need to prepare teacher candidates to work with ELLs. In 1972, AACTE wrote the statement of multicultural education that stipulated, “education for cultural pluralism includes...the encouragement of multiculturalism, multilingualism and multidialectism” (AACTE, 1972). In 2002, AACTE published a policy paper claiming that teachers must be prepared to work with culturally and linguistically diverse students, as the number of ELLs in K-12 schools is projected to be forty percent of the total K-12 student population by 2030. AACTE argues that henceforth, teacher preparation must involve learning another culture and/or language, exploring Second Language Acquisition theories, practicing strategies for differentiation, and discovering students’ skills and prior knowledge (AACTE, 2002). If teachers are not prepared to support ELLs linguistically, academically, and emotionally, then ELLs are being denied their civil right to instruction from which they can understand and learn (AACTE, 2002).

AACTE has a clearly explicated resolution on the preparation of teachers to work with ELLs. In this resolution, AACTE states that teacher education programs must “develop, support, and maintain a curriculum that addresses ethical and political issues unique to bilingual and multicultural education” (AACTE, 2010, Resolution 53). Along with this attention to institutions’ maintenance of curriculum attending to ELLs’ needs, the resolution calls on programs to include and value parental and community involvement. Furthermore, this resolution calls not only on teacher educators, but also on policymakers and scholars to further research issues related to ELLs’ education. In 2011,

AACTE collaborated with the Stanford School of Education to develop and begin piloting of a new Teacher Performance Assessment, and the rubric for elementary literacy teachers includes specific attention to supporting students' English language proficiency (Stanford Center for Assessment, Learning, and Equity, 2011). This new teacher performance assessment will be used to evaluate pre-service teachers in their teaching internships, and the explicit inclusion of working with ELLs demonstrates AACTE's commitment to ensuring teacher candidates think about how they can support ELLs in their classrooms.

Although these recent developments in accreditation agencies' statements show that educational professionals are gradually attending more to the needs of the growing population of ELLs, the historical portion of this paper reminds us that instable policies regarding the education of ELLs have continued to fluctuate over hundreds of years. While the national NCLB legislation has brought the educational achievement of ELLs to the forefront, the neoliberal trends affecting universities and teacher education programs are eclipsing the social justice agenda and the necessity to integrate ELLs' needs more fully into teacher education policies and programs. As the federal government has not written any explicit policy regarding the preparation of teachers to work with ELLs, a review of various state policies will demonstrate different methods of attending to this important concept.

Policies within Three States: California, Florida, and a Mid-Atlantic State

No national policies exist that explicitly mandate all teachers to be trained in working with ELLs. One reason for this is the constitutional clause that makes education a state responsibility, and another reason may be a lack of communication between the six major education offices run by the United States government (U.S. Government

Accountability Office, 2009). Nevertheless, some state policies have implemented programs that require teachers of all subjects to prepare to teach ELLs. Currently, four states (California, Florida, New York, and Arizona) require some type of preparation to work with ELLs for all teachers, seventeen states' teacher education standards mention the special needs of ELLs, and fifteen states have no requirement for teachers to have knowledge or training to work with ELLs (Ballantyne, Sanderman, & Levy, 2008). Fewer than 20% of teacher education programs in the United States "require at least one course entirely focused on English language learners," and less than a third require field placement in classrooms with ELLs (U.S. Government Accountability Office, 2009).

Although policies are inconsistent between states, a closer examination and comparison of state policies is essential in grounding future policy considerations and decisions. In 2005-2007, 19.5% of the national population spoke a language other than English at home, but in California, this number rises to 42.3%; in Florida, it rises to 25.6%; and in this Mid-Atlantic state, it more closely resembles the national average, at 14.7% (U.S. Census Bureau, 2007). A closer look at these states' policies for preparing teachers to work with English language learners can inform future teacher education procedures. I have chosen these three states—California, Florida, and one mid-Atlantic state²—for this review on policies for several reasons. First, these three states cover very different geographical regions of this country, and may provide a representative, although small, sample of state policies of both the education of ELLs as well as the requirements for teachers to be prepared to work with ELLs. Florida and California are two of the six states in which school-aged children of immigrants are concentrated (Capps et al., 2005).

² To preserve participants' anonymity, I do not identify the state.

I have chosen to examine the mid-Atlantic state's policies of preparing all teachers to work with ELLs because it is the context in which my study took place.

California

The state of California has been the forerunner in developing policies to prepare teachers to work with English Language Learners. California's Commission on Teacher Credentialing not only develops policies to better prepare teachers to work with ELLs, but also requires teachers to meet certain standards in order to work with ELLs. Since 1994, the state of California has provided teachers with two options for working with ELLs: the CLAD (Crosscultural, Language and Academic Development) Certificate and the BCLAD (Bilingual Crosscultural, Language and Academic Development) Certificate (Commission on Teacher Credentialing, 2006). The CLAD certification requires teachers to pass tests in three domains: language structure and language development; methodology of bilingual instruction, English language development and content instruction; and culture and cultural diversity, while the BCLAD requires teachers to be proficient in these three as well as the culture and language of emphasis (Commission on Teacher Credentialing, 2006). Teachers may fulfill the requirements in three ways: taking twelve graduate semester hours in CLAD coursework, passing the CTEL (California Teacher of English Learners) examination (California Commission on Teacher Credentialing, 2009), or taking forty-five hours of instruction if they have been teachers for nine or more years (Merino, 1999).

Although the California Commission on Teacher Credentialing required teacher education programs to provide CLAD coursework, Merino's review (1999) shows that one university added coursework focusing on theoretical foundations in second language acquisition and bilingual education while another teacher education program focused on

cultural components of preparing teachers to work with ELLs. Interestingly, the teacher educators responsible for these courses on ELL issues varied considerably, as some were part-time faculty, others were doctoral students or expert K-12 teachers, and still others were teacher educators in bilingual education (Merino, 1999). Each program taking its own approach reifies Lipman's (2002) claim that "both agency and constraint exist at all levels of the system, and policy-as-practice is the result of...teachers and administrators rewriting policies through their own actions within the restrictions imposed on them" (p. 383). The varying approaches to coursework and backgrounds of the teacher educators leads to the question of how integrated the various aspects of preparing teachers to work with ELLs (attention to culture, adolescent development, second language acquisition, for instance) were with the content of the teacher education program as a whole (subject-area knowledge and methods of teaching).

Florida

Florida's attention to policies related to ELLs has increased within the past twenty years, as, according to the Florida Department of Education (2001), the number of ELLs, and the growth rate of students in ESOL, are among the highest in the nation. Due to the pressure for all students to meet the same standards, the Florida Consent Decree enforced a shift in ESOL practices in Florida from pull-out, in which the ESOL teacher pulls students from class to work with them in small groups, to inclusion, in which the responsibility of ELLs' education is left to a larger pool of general educators (Platt, Harper, & Mendoza, 2003). Unfortunately, coinciding forces—budget cuts, the "movement to streamline all educational programs," and the continually growing population of ELLs in Florida schools—are "eliminating separate support programs for these students" (Platt et al., 2003, p. 108).

As early as 1989, the Florida Department of Education (1990) implemented a Consent Decree that mandated all teachers and staff to be trained in the education of ELLs, and required school administrators and teachers to monitor schools' programs and students' achievements. Platt et al. (2003) argue that despite the good intention of the Florida Consent Decree, inclusion has been implemented in ways that emphasize nationwide notions of standardized curriculum, narrow instruction to focus on test preparation, and make instruction either too remedial or too linguistically demanding for ELLs. Moreover, many Florida ESL administrators do not support inclusion as the most effective instructional method for ELLs because these programs often lead to academic failure among students who need additional linguistic support that mainstream teachers are unable to provide due to large class sizes and lack of expertise. Sadly, although Florida has mandated that all teachers have training in the education of ELLs, this positive shift has coincided with the "deprivation of specialized ESL services to students with the greatest need for language and literacy support," (p. 127) and the marginalization of ESL/bilingual education specialists (Platt et al., 2003).

According to Harper and de Jong (2009), professional development for mainstream teachers in teaching ELLs varied in quality, and teacher responses to this mandatory training also varied a great deal. Some professional development for mainstream teachers to work with ELLs consisted of short after-school programs led by ESL teachers, in which strategies for teaching ELLs were simplified (Harper & de Jong, 2009). Unfortunately, this simplification of the knowledge, skills, and dispositions needed to teach ELLs has led to both the deprofessionalization of the field of ESOL as well as to mainstream teachers gaining limited understandings of teaching ELLs, which

they view as just good teaching (de Jong & Harper, 2005). Harper and de Jong (2009) collected opinions from pre-service teachers who wanted to teach in mainstream classrooms, but who had also earned an ESL credential in their teacher education programs. They found that teacher candidates' understandings of teaching in inclusive classrooms versus classrooms with only native English speaking students differed only with four major themes: "understanding different English language proficiency levels, knowing how to make instruction comprehensible... knowing students' cultural backgrounds, and ensuring a welcoming classroom environment" (p. 146). Harper and de Jong (2009) contend that this does not sufficiently attend to curriculum adaptations, explicit language instruction, maximum feedback, and other essential elements of effective teaching for ELLs (p. 146). Although the state of Florida attends to the urgent issue of preparing all teachers to work with ELLs, a more in-depth understanding of effective professional development, and the effects this has on students, is needed.

Mid-Atlantic State

Although this state requires that those interested in teaching ESOL full-time must obtain ESOL certification from the state, little preparation for teaching ELLs is required for mainstream elementary or content-area teachers (State Department of Education³, 2003). According to their website, the State Department of Education requires elementary teachers to complete coursework in child development, human learning, teaching methods, assessment, inclusion of special needs students, acquisition of reading skills, best practices in reading, and materials for teaching reading (2003). To obtain certification in a secondary content area, one must complete thirty-six semester hours in the content area, as well as courses in adolescent development, human learning, teaching

³ The exact state name has been removed from this citation, to preserve anonymity.

methods, inclusion of special needs students, assessment, and teaching reading (2003).

All teachers in this state are required to take at least six credits focused on reading instruction, and the content in the reading instruction coursework is supposed to include a focus on teaching reading to ELLs and the effects of language on literacy and student learning (Ballantyne, Sanderman, Levy, 2008). However, attending to ELLs' needs in a small portion of reading acquisition coursework seems to be an insufficient allocation of time to review all relevant issues to the education of ELLs, such as important concepts from second language acquisition and cross-cultural communication. Additionally, the question of whether and to what extent teaching reading with ELLs is actually included in the reading and literacy coursework remains.

Although the State Department of Education requires mainstream teacher candidates to undergo minimal (if any) preparation to work with ELLs, teacher education programs in the state are still increasing their awareness of the need to prepare teachers for this group of students. As recently as 2007, one College of Education added a minor in TESOL minor (Department of Instruction, 2008). The minor in TESOL incorporates coursework required for TESOL certification from the State Department of Education. To complete the minor, students must take six courses, covering the following topics: English grammar and linguistics, foundations of second language education and pedagogy, educational psychology, methods of teaching ESOL, cross-cultural communication, and teaching ESOL reading and writing in secondary content areas.

Evidence from these three states presents several issues. Although California and Florida require teachers to be prepared to work with ELLs, neither state has a perfect or consistent system. The case of California shows that even with a clear certification

process (CLAD), the implementation of this requirement differs greatly from one teacher education program to another. The case of Florida demonstrates that well-intentioned teacher preparation policy can transmute into teaching practices that are not most beneficial to ELLs in K-12 schools. The case of the mid-Atlantic state points to the fact that although no state policy requires teacher education programs to attend more to ELLs' educational issues, teacher education programs are slowly but surely recognizing this need, and adding courses and minors focusing on Second Language Education and Culture. Information from these three states shows that states are responding to AACTE's call to prepare teachers for ELLs, but each is taking unique actions. Another major lesson from these three states is that the implementation of policy (or lack thereof) does not lead to any one straightforward outcome. As Merino (1999) reveals, each institution will address the question of preparing teachers for ELLs in a different manner, which necessitates a more detailed review of policies within a college of education.

Strategic Plan at the Mid-Atlantic College of Education of the MCEE

The 2009 strategic plan of the College of Education running the MCEE program I examine here focuses on four strategic initiatives (equity and diversity, innovation and creativity, international education, and policy engagement) and four priorities (initial teacher education, graduate education, research, and partnerships). For the purpose of this investigation, I will focus on the plan's initiatives within teacher education. Of the four goals within the initiative of teacher education, three align with the need to prepare all elementary teachers to work with ELLs.

The first goal within this priority of initial teacher education is a "research agenda on critical PreK-20 educational issues with particular attention to research on equal access to high quality education...solutions to challenges that confound our partner K-12

schools” (College of Education, 2009, p. 6). Allen County⁴, in which this university is located and to which many teacher candidates go for their teaching internships, has 13,825 English language learners enrolled in K-12 schools (Allen’s Board of Education, 2008). As more than ten percent of the public school population are ELLs who speak 154 languages (Allen’s Board of Education, 2008), it seems that the College of Education’s goal to provide all students with equal access to high quality education and to find solutions to the unique challenge of teaching ELLs fits into this first goal. Indeed, both incorporating preparation for ELLs into the elementary certification program, and researching the ways in which candidates can be prepared to work with ELLs, is an essential part of fulfilling this first goal.

The second goal within the College of Education’s initiative of teacher education “aims to prepare teachers who better reflect the gender, ethnic, linguistic, and cultural diversity of students enrolled in the region’s urban/metropolitan schools and who possess the knowledge, skills, and commitment to teach in these schools” (2009, p. 8). Again, this goal supports the notion of preparing all teacher candidates to work with ELLs, due to the constantly increasing numbers of ELLs in local schools. Although recruiting and preparing teachers who have this knowledge and skill is an admirable goal, it raises several questions. How can we better recruit a diverse teaching force? What, exactly, are these knowledge, skills, and commitments to teach in these schools (and especially ELLs)? How are teacher educators within the elementary education programs preparing candidates to educate the culturally and linguistically diverse populations in local schools?

⁴ “Allen County” is a pseudonym used to maintain anonymity.

The third goal of the teacher education initiative at this mid-Atlantic public university is to maintain, adapt, and create “comprehensive, intellectually challenging” teacher education programs, to be “responsive to new opportunities such as multiple pathways to certification,” and to “ensure that its graduates are well-prepared to overcome the challenges found in many urban and rural classrooms” (2009, p. 9-10). The College of Education has already begun to implement this goal, as faculty and staff have developed, advertised, and recruited for multiple, new Master’s with Certification programs within the past four years. The Master’s with Certification in Elementary Education, or MCEE, program is a thirteen-month program, in which teacher candidates intern in schools for one academic year while taking courses in the evenings. An accelerated version of the program is available for those who minor in education as undergraduates in the College’s programs. The Master’s with Certification is available in elementary education, secondary content areas, and TESOL. The strategic plan also highlights the fact that interns will be placed in diverse classrooms and that “the College of Education will ensure that all teacher preparation programs contain research-based information about the challenges of working with diverse student populations” (2009, p. 30). The placement of interns into diverse settings, although commendable, seems to be common sense, as the local school districts do have very diverse student populations. The nature of the “research-based information” and how that information is transmitted, questioned, or co-constructed, is not explained, and little to no program reviews have seriously examined how the Master’s with Certification in elementary education prepares teacher candidates to work with ELLs.

This strategic plan, which was created in 2009, contains admirable goals that align with the need to prepare all candidates to work with ELLs. Even after narrowing the lens to focus on one college of education, questions remain. Some unresolved issues include: what the best methods and processes for preparation are, what resources exist to implement such preparation, what content teacher education programs can and should address, what the attitudes of teacher educators and teacher candidates are on the subject, or what actions colleges of education are taking to prepare candidates to teach ELLs. Implications of this review are suggested in the following section.

Implications and Synthesis of Contextual Background

This review of the broader contextual background shows that policies and initiatives around the education of ELLs and teacher education in general oscillate, differ according to state or district, and do not necessarily lead to intended effects, yet they can impact practice in powerful ways. For policies to influence practice, they must be “theoretically and socioculturally situated and generative of social action” (Lipman, 2002, p. 382), while avoiding abstract or symbolic foci (McDonald & Zeichner, 2009). As can be seen in California and Florida, simply requiring teacher education programs to prepare teachers to work with ELLs does not lead to improved teaching and learning for these students.

In the future, policymakers and researchers can question and critique the progress made in preparing all teachers to educate ELLs in states with specific policies regarding preparing teachers to educate ELLs, such as Florida, California, and Arizona; employ new methodologies to enhance our understandings of the possibilities of preparing teachers to work with ELLs and the ways in which teacher education programs currently tackle this problem; explore the knowledge base and felt needs of both teacher educators

and candidates; and examine the connections between teacher preparation pipelines and priorities in local K-12 settings. The Government Accountability Office (2009) recently administered a survey to collect data on whether or not teacher educators attempt to prepare candidates to educate students who have special needs and/or are learning English as an additional language, which is a helpful first step in examining what is happening in teacher education programs. However, a more in-depth description of the processes of pre-service teacher education can inform what opportunities teacher candidates have to learn about educating ELLs, what impedes them from pursuing these opportunities, and how prepared they feel to educate ELLs. Thus, I will explore these issues through my case study of the MCEE program.

Introduction to Methodology

This study is a qualitative case study of the MCEE in elementary education program, with embedded case studies of four teacher candidates as they progress through the year. By focusing on teacher candidates, I can garner important insights regarding their perceptions of their preparation, and suggestions for the future of the program. To triangulate data and gain multiple interpretations of the program processes and contexts, I interviewed teacher candidates individually and in focus groups, I interviewed teacher educators and administrators in the College of Education, and I observed teacher education courses and student teaching episodes. Although my plan was to observe teacher candidates in their internships and interview them, I began this study with a sense of flexibility to ensure participants' comfort. Finally, I review program documents, such as course syllabi, the strategic plan of the college, and other relevant artifacts, such as PowerPoint presentations and handouts from teacher education courses or teacher

candidates' lesson plans or written assignments. In Chapter 3, I expand on my methodological choices for this case study.

Limitations & Delimitations

My study is limited in multiple ways. First, the scope is limited to the teacher candidates and teacher educators who are currently participating in the program. A cross-sectional analysis including first-year teachers who recently graduated from the program, or a longitudinal study following one group of teacher candidates throughout their program and into their first year of teaching would have enhanced the examination of growth over time as well as potential effects of the program's preparation once teachers enter the profession. Unfortunately, logistical restraints limit this study to one year.

This study is also limited to a case study of one program, rather than multiple master's with certification programs. Another limitation is that interviews, observations, and document analysis are the only method for me to understand more about sources of influence that have shaped teachers' preparedness to work with ELLs. Although researchers have suggested that connecting teacher education with K-12 students' outcomes (Hollins & Guzman, 2005), I have chosen to focus on in-depth qualitative research on the MCEE program itself. My choice to focus on university-based teacher education is based in my belief that teacher education affects and facilitates teachers' development of their knowledge, skills, and dispositions. My decision to confine my study to the context of the program, rather than including student outcomes, is due to limited time, money, and resources as I continue my doctoral program.

Overview of Following Chapters

In Chapter 2, I explain my conceptual framework that guided me as I explored how teaching and learning about educating ELLs in elementary schools occurred in the

MCEE, and I review relevant literature on the topic of preparing teachers to educate culturally and linguistically diverse students. In Chapter 3, I describe how I designed and approached my case study of teacher educators' and teacher candidates' teaching and learning about educating ELLs in elementary schools in the 2010-2011 MCEE. In Chapter 4, I illustrate the contexts of the program—the mission statement and course sequence, the university system and locality of the teacher education course meetings, and three of the Professional Development Schools in which candidates interned—thus beginning my findings from this study. In Chapter 5, I report my findings on teacher candidates' and teacher educators' experiences and perspectives on preparing candidates to educate ELLs in the MCEE. Finally, in Chapter 6, I review central concepts and illuminate implications for research and practice in teacher education.

CHAPTER 2: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, I explain the conceptual framework that drives this study, as I explore how prospective elementary teachers in the MCEE learn to educate students learning English as an additional language. Within my conceptual framework, I present the knowledge, skills, and dispositions scholars have recommended teachers have when working with ELLs in their classrooms. I then review the literature, with specific attention to empirical studies which examine the preparation of teachers to work with ELLs as well as the preparation of teachers to practice socially just instruction.

Conceptual Framework

Teacher education – and specifically affording prospective elementary teachers opportunities to learn about educating culturally and linguistically diverse students – involves complex processes that scholars and practitioners have conceptualized in multiple ways. Cochran-Smith and Fries (2005) advocate for teacher education research to recognize research in the field with a triadic framework on learning, training, and policy. Teacher education as a learning problem emphasizes teacher learning rather than the nature of the programs themselves, “wherein knowledge is regarded as constructed and fluid; teaching is regarded as an intellectual, decision-making, and professional activity; and teaching and learning are understood to interact dynamically with the social and cultural contexts of schools” (p. 89). The conceptualization of teacher education as a training problem has led researchers to focus on “a formal educational process intended to ensure that prospective teachers’ behaviors conformed to those of effective teachers” (Cochran-Smith & Fries, 2005, p. 79). Finally, teacher education as a policy problem

realizes the recent prominence of national standards and accountability issues, and therefore focuses on “large-scale or institutional and programmatic policies and practices that are warranted by empirical evidence demonstrating impact on desired outcomes” (p. 93). My goals in this study are to explore candidates’ opportunities to learn about educating ELLs first, and teacher educators’ efforts second, thus I conceptualize teacher education first as a learning problem, and next as a training problem, with policies that directly and indirectly affect teacher candidates and educators’ experiences in the background (see Chapter 1).

Teacher Education: Teacher Learning

Teacher learning occurs through interactions with others in situated contexts (Putnam & Borko, 2000; Greeno & MMAP Group, 1997; Lave & Wenger, 1991) in ways that socialize teacher candidates and new teachers into the profession (Zeichner & Gore, 1990; Lortie, 1975). This perspective of teacher learning, which I employ in this study, suggests that both implicit and explicit values and norms affect teacher candidates as they learn (Lave & Wenger, 1991; Wenger, 1998), and that emotional (Korthagen, 2010) and relational aspects of teaching (Grossman & McDonald, 2008) necessitate a shift beyond the technical-rational model of teacher education that Schön (1983) described as previously dominating teacher education research. A situated perspective on teacher education also requires attention to the practice of teaching in the classroom as well as teacher education that occurs at the university (Goodlad, 1990; Zeichner & Tabachnik, 1981).

Taking a sociocultural and situated perspective on teacher learning enables researchers to view the connections between interactions within social situations and individual development (Van Huizen, Van Oers, & Wubbels, 2005) as teacher candidates

strive to enter the community of practice (Wenger, 1998; Lave & Wenger, 1991) of elementary school teachers. When new members enter a community of practice (in this case, teacher candidates entering the teaching profession), they need “an environment presenting and modeling an ideal standard of achievement and providing supporting conditions for a successful approximation of this standard” (Van Huizen, Van Oers, & Wubbels, 2005, p. 272) in order to reach their Zone of Proximal Development (Vygotsky, 1978). Newcomers (in this case, teacher candidates) apprentice to join and become oldtimers (teachers) through “broad exposure to ongoing practice” and “a demonstration of the goals toward which newcomers expect, and are expected, to move” (p. 71), which includes implicit as well as explicit values and norms. Wenger (1998) explains the shared nature of implicit and implicit values in communities of practice:

The enterprise of a community of practice is not just a statement of purpose. In fact, it is not primarily by being reified that it animates the community. Negotiating a joint enterprise gives rise to relations of mutual accountability among those involved. These relations of accountability include what matters and what does not, what is important and why it is important, what to do and not to do, what to pay attention to and what to ignore, what to talk about and what to leave unsaid, what to justify and what to take for granted, what to display and what to withhold, when actions and artifacts are good enough and when they need improvement or refinement...this communal regime of mutual accountability plays a central role in defining the circumstances under which, as a community and as individuals, members feel concerned or unconcerned by what they are doing and what is happening to them and around them, and under which they attempt, neglect, or refuse to make sense of events and to seek new meanings...While some aspects of accountability may be reified—rules, policies, standards, goals—those that are not are no less significant. (p. 81)

Another important aspect of a situated and sociocultural view of learning from this quote from Wenger (1998) is the agency of individuals within the community. Each person has the opportunity to vary their practice and express their views on what other members in the community reify. Additionally, within a critical paradigm of teacher

socialization that “acknowledges both production and reproduction, agency and structure,” teacher candidates can “criticize what is taken for granted about everyday life” (Zeichner & Gore, 1990, p. 5). Teacher candidates learn by working and interacting with teacher educators, fellow teacher candidates, and students in their internships, and their growth as teachers is impacted by the contexts of political and cultural practices of the country, education system, district, university, school, and classroom. Next, I describe the knowledge, skills, and dispositions candidates need to learn to effectively educate students learning English as an additional language.

Teacher Learning: Knowledge, Skills, and Dispositions to Educate ELLs

As Darling-Hammond argued, teacher education programs must move toward a more dynamic concept of a teacher knowledge base that includes both “what teachers need to learn—the content of preparation—and how they need to learn it—the processes that allow teachers to develop useful knowledge that can be enacted in ways that respond to the complexity of the classroom” (Darling-Hammond, 2006, p. 80). I synthesize the important topics and objectives of preparing teachers to work with ELLs using Darling-Hammond’s (2006) framework of knowledge, skills, and dispositions in this section.

Although many aspects of culturally responsive pedagogy inform the preparation of teachers to work with culturally diverse student populations, ELLs have unique needs, challenges, and resources on their path to educational achievement. In addition to coming with her unique cultural background, each ELL speaks one or multiple languages other than English, and may have very limited English language proficiency. ELLs’ distinctive educational obstacles and opportunities necessitate an explicit focus on preparing teachers to work with these students. Many scholars (see, e.g. Lucas & Grinberg, 2008) advocate for researchers and teacher educators to prioritize the issue of preparing teachers

for this population, and they recommend that candidates acquire certain knowledge, skills, and dispositions to do so.

In this section, I first review theories of culturally responsive pedagogy and Second Language Acquisition (SLA) as a necessary foreground that informs important types of knowledge, skills, and dispositions that teachers need to work effectively with ELLs. Next, I review scholars' suggestions regarding what teacher educators must emphasize in preparing teacher candidates to work with ELLs. While I recognize that the categories of knowledge, skills, and dispositions are not always distinct, I believe these three domains serve as a useful organizing tool for scholars' suggestions.

Theoretical Underpinnings: Culturally Responsive Pedagogy

Culturally responsive educators recognize the value of accessing and connecting with every person's unique, culturally-informed perspective, reflecting on how their own perspective affects their instructional choices, and incorporating multiple perspectives to help groups of learners co-construct meaning (Lucas & Villegas, 2002; Gay, 2000; Ladson-Billings, 1995; Irvine, 1990). When teachers employ culturally responsive pedagogy (CRP), they teach with the intentions that all students' voices and cultures are important resources, care for their students, include cultural diversity in their curricula, and recognize and advocate against the homogenization of school practices (Gay, 2000; Ladson-Billings, 1995). Villegas and Lucas's (2002) framework of culturally responsive pedagogy is situated in teacher education, thus I describe the six strands of their framework more fully here.

The first strand of Villegas and Lucas's (2002) framework, "gaining sociocultural consciousness," calls for teacher candidates to reflect upon their own worldview and become aware that their perspectives stem from their specific experiences (Villegas &

Lucas, 2002, p. 27). Villegas and Lucas's (2002) second strand focuses on "developing an affirming attitude toward students from culturally diverse backgrounds" (p. 35) through recognizing oft-inequitable schooling practices and valuing students' backgrounds rather than making students feel as though they need to be fixed. The third strand "asks prospective teachers to develop the commitment and skills to act as agents of change" (p. 53), which they can do by viewing teaching as an ethical profession and by becoming advocates for their students. In strand four, the authors encourage educators to embrace constructivist views of teaching and learning, which involves critical thinking skills and collaborative sense-making. Next, the authors recommend that educators learn about their students' communities through participating in community events, engaging students in rich conversations or dialogue journals, and observing students outside of class. Finally, Villegas and Lucas suggest that educators give students larger roles in their own learning through facilitating discovery-based learning, varying assessments, and establishing participatory patterns in the classroom that make students comfortable and cooperative.

Theoretical Underpinnings: Second Language Acquisition

While culturally responsive pedagogy provides principles of teaching that should be at the forefront of daily teaching practice for all students, tenets of Second Language Acquisition (SLA) theories should be integrated into the frameworks guiding teachers' instruction when they educate students learning English as an additional language.

Teacher education programs must help mainstream teachers gain understanding of the differences between academic and social language, which is undergirded by the work of Cummins (1979, 2000), a major SLA theorist. Cummins (1979) introduced a distinction between two types of language acquisition: Basic Interpersonal Communicative Skills

(BICS) and Cognitive Academic Language Proficiency (CALP), and asserts that the latter is more difficult and cognitively demanding due to the lack of context in academic language. An example that distinguishes this difference is having a casual conversation with a friend about an understood common topic (i.e. plans for meeting tonight) versus reading, writing, or discussing content in school subjects (i.e. taking a test on the process of photosynthesis). In the past, teachers have misdiagnosed children as being cognitively unable to achieve academically due to proficiency in BICS but not CALP (Cummins, 2000). Teachers need to understand that some children may need more time to acquire academic language and that children have different processes for acquiring BICS versus CALP (Cummins, 2000). Recognizing that all students need to be cognitively challenged while they develop their language abilities, and that it takes time for children to reach “second language instructional competence” in English in K-12 schools (MacSwan & Rolstad, 2003, p. 338) can help teacher candidates gain awareness of their students’ experiences, respond to students in class, and appropriately guide their instructional choices.

While understanding that context-embeddedness and situational appropriateness of language can help teacher candidates recognize how language within the content areas can be more challenging to students who do not have prior knowledge of concepts than language they use on the playground, several scholars (e.g. MacSwan & Rolstad, 2003; MacSwan & Rolstad, 2009; Wiley, 1996; Martin-Jones & Romaine, 1986) have critiqued the BICS-CALP distinction as being overly-simplistic and promoting deficit views of linguistically diverse learners. MacSwan and Rolstad (2009) point out that although Cummins (2000) describes CALP as being more complex and cognitively demanding,

research has shown that all language varieties have complex grammatical structures. When the language of students who come from economically advantaged families, or academic language, is described as more complex or cognitively demanding and other language varieties are viewed as less cognitively demanding, social inequalities are perpetuated (Wiley, 1996; MacSwan & Rolstad, 2003; 2009). The example MacSwan and Rolstad (2009) give to clarify their arguments is that someone learning to build a boat from a shipwright would encounter difficulties in specialized vocabulary and grammatical complex language the same way that a student new to an academic content area would. The BICS-CALP distinction leads to the view that academic language and literacy is more “legitimate” than other forms of language and literacy (Martin-Jones & Romaine, 1986, p. 30) when everyone – whether or not they attend school – continues to develop complex grammar and vocabulary throughout their lives.

Ultimately, the important concepts for new teachers to understand related to BICS and CALP are (1) cognitive ability differs from language ability, and (2) context-reduced language with specialized vocabulary in a content area in which learners lack experience or background knowledge will be more challenging and teachers need to support students in overcoming these demands in their instruction.

Comprehensible input and the importance of a comfortable learning community stem from Krashen’s Input Hypothesis and Affective Filter Hypothesis (1982), which can guide teachers in facilitating cognitively demanding instruction with students who are learning both content and language. Krashen purports that teachers should give learners “ $i + 1$,” or input that is slightly more advanced than their current proficiency level. Providing input that is understandable but challenging for learners aids in acquiring a

second language. The Affective Filter Hypothesis posits that if a learner is nervous or stressed, he will not be able to comprehend input as easily as he could if he were comfortable (1982). Having a safe learning environment also helps ELLs to feel comfortable in taking risks in speaking and writing, which can increase the rate of acquisition. Finally, providing ELLs with many opportunities for interaction is supported by Vygotsky's (1978) theory that a learner can reach his Zone of Proximal Development by collaborating with an expert peer. Vygotsky also argues that learning occurs in social interactions. Giving ELLs opportunities to interact in lessons is especially important, as it builds both conversational and academic language skills and gives them opportunities to learn how to negotiate meaning with multiple people.

Knowledge

Scholars have suggested that teacher candidates need a range of knowledge in order to help ELLs succeed. Lucas, Villegas, and Freedson-Gonzalez (2008) state that mainstream teachers must have a strong understanding of SLA theories. More specifically, building from Cummins' (1979) work about BICS and CALP, they affirm that teachers must understand that academic language proficiency is not the same as conversational language proficiency, and that the former takes more time to acquire. Furthermore, Lucas, et al. (2008) argue that teachers of ELLs must understand that students with strong literacy skills in their first language are more likely to succeed academically in their second language and that a safe, comfortable environment can reduce students' anxiety and help ELLs succeed. Lucas and Grinberg (2008) reiterate the importance of these aforementioned understandings and add to the knowledge that teachers should have by arguing that teachers should study a foreign language and have contact with people who speak other languages. Lucas and Grinberg (2008) also state that

teachers must understand the fact that complex and nuanced connections exist between a person's language, culture, and identity. Finally, in her review, Janzen (2008) finds students' languages, cultures, and discourses affect their academic achievement.

Skills

Although "there is not consensus on how best to work with ELLs" (Janzen, 2008, p. 1030), and Bartolomé (1994) advocated for moving "beyond the methods fetish" and "toward a humanizing pedagogy" (p. 173), certain skills can help teachers support ELLs in overcoming the language demands they face in grade-level classrooms. Commins and Miramontes (2006) argue that several major expectations of teachers should be incorporated into mainstream teacher education programs in order to prepare teachers to address linguistic diversity. Teachers should be able to find out about learners' prior language experiences and "organize instruction to build on the relationship between students' learning in their first and second languages and value what they bring with them from home" (2006, p. 242). Teachers must commit to standards-based instruction that is "driven by the needs of students," account for both language and content demands placed on ELLs, and incorporate cooperative learning so that students can learn through interaction (see also Echevarría, Vogt, & Short, 2008; Chamot, 2009). Teachers need to scaffold instruction by modeling skills and strategies, checking comprehension, and providing students with opportunities to practice new skills (Echevarría et al, 2008; Chamot, 2009; Gersten, Baker, Haager, & Graves, 2005).

Along with the aforementioned knowledge of Second Language Acquisition theories and how these can influence instruction, teachers must be able to provide language learners with: challenging and comprehensible input by gauging their own language and using nonverbal cues, opportunities for learners to share output in

meaningful communicative activities, classroom environments that encourage active participation from all students, and explicit instruction on linguistic form and functions (Lucas et al., 2008; Echevarría et al., 2008; Chamot, 2009; Gersten et al., 2005). Additionally, teachers should be able to communicate cross-culturally with students and their families, have “strategies for learning about students’ culturally-based communication patterns,” and respond to students and their families in ways that “facilitate communication across cultural and linguistic differences” (Lucas & Grinberg, 2008, p. 617). Having the skills to access students’ Funds of Knowledge (Moll, Amanti, Neff, & Gonzalez, 1992), and use this knowledge to help learners bridge the contexts of home, community, and classroom are fundamental skills in supporting ELLs as well (Commins & Miramontes, 2006; Lucas, et al., 2008; Lucas & Grinberg, 2008). Finally, engaging students in questioning power structures and the curriculum in K-12 schools is a skill culturally responsive teachers can embrace and develop over time (Villegas & Lucas, 2002).

Dispositions

Cross-cultural communication, as previously mentioned, involves a variety of skills, but it also necessitates certain dispositions. Cross-cultural understanding (Waxman, Tellez, & Walberg, 2006) and the recognition that culture mediates classroom expectations, assumptions, and communication (de Jong & Harper, 2005; Ovando, Combs, & Collier, 2006), and affirmation of cultural and linguistic diversity (Lucas & Grinberg, 2008) are important dispositions for teachers to hold. The inclination to collaborate with language specialists and ESOL (English to Speakers of Other Languages) teachers is a disposition several researchers have highlighted as necessary for teachers who work with ELLs (Lucas & Grinberg, 2008; Lewis-Moreno, 2007; Percy &

Martin-Beltrán, 2011). As Lewis-Moreno (2007) argues, mainstream elementary teachers and secondary content teachers must not only be inclined to learn from ESL teachers, but they must make the time to collaborate and plan together in order to give ELLs better educational opportunities. Culturally responsive educators can assert the ethical nature of teaching and commit to being agents of change for all students, but especially ELLs, in their school communities (Villegas & Lucas, 2002; Athanases & de Oliveira, 2008). A strong disposition toward valuing and pursuing continuing professional development can help candidates and in-service teachers continue to develop their knowledge and skills of working with all learners (Lucas & Grinberg, 2008).

The knowledge, skills, and dispositions teachers need to educate ELLs effectively are outlined in the following table:

Table 1: Knowledge, Skills, and Dispositions to Educate Culturally and Linguistically Diverse Learners	
Knowledge	<ul style="list-style-type: none"> • Difference between BICS & CALP and recognition of the challenges of instructional language poses • Krashen's language learning hypotheses • Personal experience learning another language • Language functions common in various content areas • Vygotsky's theories of interaction and the Zone of Proximal Development
Skills	<ul style="list-style-type: none"> • Organize instruction to build on students' first language and second language • Use strategies to provide opportunities for interaction • Provide challenging yet comprehensible input • Communicate cross-culturally • Create a safe, comfortable environment to reduce anxiety • Explicitly teach language form and function • Bridge students' prior knowledge and experiences to current teaching and learning • Connect students' needs with standards-based curriculum • Help students understand and question the curriculum • Assessing students in multiple ways
Dispositions	<ul style="list-style-type: none"> • Interest in learning about students' Funds of Knowledge

	and prior language <ul style="list-style-type: none"> • Value what students bring from home • Understanding that language and culture mediate classroom expectations and assumptions about teaching and learning • Realization that culture and identity are connected • Willingness to collaborate with ESOL professionals • Interest in continuous professional development on ELLs' issues • Developing commitment to be an agent of change
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This table not only summarizes scholars' recommendations about what should be included in teacher preparation, but it also serves as part of the conceptual framework that guided my data collection and analysis of course observations, interviews, syllabi, and other program-related documents. Next, a closer review of the methods of preparing teachers to work with ELLs can illuminate how teacher educators can guide candidates in developing the necessary knowledge, skills, and dispositions to educate ELLs.

Teacher Education: Training

My conceptual framework for teacher training largely overlaps with my perspective on teacher learning and the knowledge, skills, and dispositions teachers need to work with ELLs. Culturally responsive pedagogy (Villegas and Lucas, 2002) should be enacted by both teacher educators in pre-service programs as well as by teacher candidates with their students. In attending to the situated nature of teacher learning, I recognize that the structure of the program as well as the settings (both university-based and K-12 internship sites) affect teacher candidates' development, and I describe these settings in Chapter 4. Specifically, I attend to the political background (see Chapter 1), the MCEE mission, the connections between the MCEE and local K-12 schools and communities, and other structures and practices that Cochran-Smith (2004) identifies as supporting or hindering teacher educators in preparing candidates to educate culturally

and linguistically diverse students in socially just ways. Additionally, in studying teacher education, I recognize the complexity of teaching, which Darling-Hammond (2006) has labeled the “adaptive nature” of teaching (p. 10) and Korthagen (2001) describes as “practical wisdom” (p. 24) that teachers can apply in complex, ambiguous situations. This recognition of the complexity of teaching rejects the technical-rational model of teacher education and recognizes that teacher learning includes “the whole of a teacher’s perception of the environment as well as the images, thoughts, feelings, needs, values, and behavioral tendencies elicited by the situation” (Korthagen, 2010, p. 101). Thus, when collecting data in my study, I will seek participants’ rationale for their decisions, their feelings as they reflect on their work, and the setting in which they participate in teacher education activities. In this next and final section of my conceptual framework, I describe methods that scholars have proposed could enhance the preparation of teacher candidates in educating ELLs.

Methods for Preparing Teacher Candidates to Educate ELLs

Several methods for integrating preparation to educate ELLs into mainstream, pre-service teacher education programs exist, but each method has its flaws. The first possibility is to add a required course to the teacher education program, which would be taught by a faculty member with some expertise in teaching ELLs and would focus on issues of teaching ELLs (Walker, Ranney, & Fortune, 2005). The second potential method of including a focus on ELLs in mainstream teacher education programs is to require candidates to practice differentiating instruction with the needs of ELLs in mind (Lucas, Villegas, & Freedson-Gonzalez, 2008). The third prospective adaptation of teacher education curricula for a focus on ELLs is to require teacher candidates to work with ELLs during at least part of their field experiences (Merino, 1999). Observing or

teaching ELLs can help candidates to see real differences between individuals, develop instructional methods that help ELLs, and realize that linguistic diversity is not simply an abstract term but a reality that affects many students in the U.S. K-12 system. Lucas and Grinberg (2008) also suggest modifying pre-program requirements and adding a minor or certificate program in TESOL, although a minor would be unrealistic in a thirteen-month program such as the MCEE. Finally, Lucas et al. (2008) argue that no matter what route teacher education programs decide to take in regard to preparing candidates to work with ELLs, further professional development is needed for faculty and teacher educators who prepare these candidates.

In their article, Lucas et al. (2008) state that “it would be irresponsible to rely on an infusion strategy,” in which attention to ELLs’ needs is integrated into all the current program requirements, because most teacher educators simply do not have the background knowledge necessary to prepare teacher candidates to work with ELLs (p. 370). The authors contest that although this could be a long-term goal, it is not a realistic option for immediate implementation. That the authors argue against infusion but for professional development seems contradictory, as well-conducted, comprehensive, and continuous professional development for teacher educators would make infusion a viable option. Alternatively, simply adding a class about linguistic diversity inadequately prepares a predominantly white, female, middle-class group of teacher candidates to work with culturally and linguistically diverse learners (Cochran-Smith, Davis, & Fries). The following table reviews these methods:

Table 2: Suggested Methods to Prepare Prospective Elementary Teachers to Educate ELLs

- Provide an extra course focusing on education of ELLs*
- Require candidates to partake in field experiences with ELLs*
- Provide a minor or certificate program in teaching ELLs
- Infuse the needs of ELLs into overall teacher education curricula & existing courses
- Provide professional development to teacher educators*

(*) indicates research conducted on this topic in the past four years

All of these constructs of teacher learning; the knowledge, skills, and dispositions that can help teachers in educating ELLs; and the possible methods for guiding candidates in learning about teaching ELLs inform my conceptual framework for this study. In the next section, I review the empirical literature to examine how researchers have approached studies to answer questions surrounding the preparation of teachers to educate students learning English as an additional language. Lucas and Grinberg posed the questions: “how many institutions of higher education are taking steps to prepare pre-service and in-service teachers for ELLs? What are the characteristics of such efforts?” (p. 628). In the next section, I review the literature that responds to these and other questions in order to highlight gaps in the research that my study can fill as well as to inform the design of my study.

Literature Review

This literature review includes studies that focus specifically on preparing teachers to work with ELLs, as well as studies examining the preparation of teacher candidates to become culturally responsive and socially just educators, because I see the former as a subset of the latter. This review is organized into three major sections. First, I review literature that describes specific initiatives of preparing teacher candidates to

educate students learning English as an additional language. Next, I describe research studies that have explored teacher candidates' perspectives on their dispositions and preparedness to educate culturally and linguistically diverse learners. Finally, I review two case studies of teacher education programs with emphases on preparing candidates to be socially just or to work with ELLs. Before reviewing the literature, I describe the parameters of this review.

Limitations and Scope

Hollins and Guzman's (2005) review of preparing teachers for diverse populations serves as a good model for this literature review, but their analysis of the literature spans from 1980 to 2002. As Hollins and Guzman left off in 2002, the same year Villegas and Lucas published their seminal pieces on culturally responsive pedagogy, empirical articles included in this review span the last eleven years (2000-2011). In this literature review, I include literature that focuses only on pre-service teacher education rather than also including in-service professional development, because I am interested in studying teacher education that is positioned in university settings.

Studies on Specific Initiatives

Research on specific initiatives to improve pre-service teacher preparation with a focus on culturally and linguistically responsive instruction provides insights into how teacher educators have attempted this feat as well as what opportunities and challenges teacher candidates and teacher educators experienced while doing so. These researchers answer the question: How do teacher educators attempt to help candidates learn about educating ELLs, and what challenges and opportunities do they experience when pursuing these efforts? Scholars have taken multiple approaches to prepare teacher candidates to work with ELLs, including structured individual and collaborative

reflection on culture (Allen and Hermann-Wilmarth, 2004), incorporation of multicultural literature (Escamilla & Nathenson-Mejia, 2003), cross-cultural experiences (Nero, 2009), service-learning (Hooks, 2008; Bollin, 2007), action research (Sowa, 2009) and observation of ELLs at school (Virtue, 2007), a course on second language acquisition (Coronado & Petrand), and professional development for teacher educators (Costa, McPhail, Smith, & Brisk, 2005). I describe each of these studies and I conclude this section by highlighting remaining questions for future research.

Allen and Hermann-Wilmarth (2004) engaged teacher candidates in a cultural memoir project during their English language arts methods course in the hopes of preparing candidates to become culturally responsive and promote social justice. They asked the predominantly white group of twenty-five candidates to reflect on definitions of culture, the ways in which culture affected identity, and their experiences from the four-week practicum in which the candidates had recently participated. In groups of four, candidates worked on their cultural memoirs for an hour per week in one semester. Although Allen and Hermann-Wilmarth had hoped candidates would recognize the interconnections between larger societal and cultural issues and their personal experiences, candidates mainly reflected on personal narratives related to their own families. Allen and Hermann-Wilmarth recognized this limitation and determined that one possibility for overcoming this challenge would be to scaffold candidates by sharing their own cultural memoirs and to help candidates to “think about their own culture in light of their racial, socioeconomic, or gender identities (p. 220). The authors illuminate a challenge they experienced in helping candidates to gain sociocultural consciousness (Villegas & Lucas, 2002), which can help future teacher educators, but they did not

describe how this project influenced teacher candidates' knowledge, skills, or dispositions of being culturally and linguistically responsive educators.

Escamilla and Nathenson-Mejia (2003) described their initiative to engage twenty-seven candidates in reading two books per month, including “Latino stories and authors from Mexico, Guatemala, Colombia, and various parts of the United States” (p. 242), in a seminar that occurred during their year of field placements. The researchers engaged candidates in dialogues around these books and required them to write responses in order to explore how reading Latino children’s literature can help candidates learn more about Mexicans, Mexican-Americans, and Latino groups. After coding the candidates’ written responses, the researchers found that they personally connected with the stories and they found these stories helped children learn to accept others. The authors also recognize the limitation of their work, stating, “simply reading ethnic literature will not create the knowledge base, compassion, or call to action that we desire in our [teacher candidates]” (p. 246). While including multicultural literature in pre-service teacher education can help connect candidates with resources they can use in their teaching, the authors recognize the limitations. More information on the actual process—how candidates talked about their incorporation of these texts into their teaching, how researchers observed candidates using them in their lessons, or how the seminar discussions were structured—would have provided further insights into the promising and problematic aspects of this project.

Other researchers have explored the value of cross-cultural experiences in preparing pre-service teachers to become culturally and linguistically responsive educators. In 2009, Nero investigated the effects that a four-week immersion program in

the Dominican Republic had on candidates' awareness of language learning processes, their understandings of culture, and their intercultural competence. The course included two weeks at the home university, ten course meetings in the Dominican Republic with Spanish-language classes, and two courses back in the United States. Nero analyzed pre- and post-language questionnaires, candidates' culture portfolios, her own field notes, and post-course evaluations and interviews with six of the participants. She found that participants were humbled by their Spanish-language abilities, which helped them gain empathy for their students learning English in the United States. Teacher candidates agreed that they experienced cross-cultural misunderstandings and several expressed that they questioned their own identities in response to Dominicans' descriptions of them, thereby increasing their understandings of the evolution of cultural identity. Nero suggests her study is an "important contribution to the field by providing an example of one way that monolingual teachers might come to a better awareness of the language learning process" (p. 192). Discussing the processes of implementing this course, as well as the connections this course had with other parts of the teacher education program, including candidates' field experiences, would have made it more informative for the teacher education community. Although conducting an international course could be challenging for programs to implement, Hooks (2007) and Bollin (2008) present ways of engaging candidates in cross-cultural experiences at the local level.

Hooks (2008) connected forty-four teacher candidates in early childhood education with adult ELLs in order to conduct mock parent-teacher conferences as a means to provide English language practice for the ELLs and cross-cultural communication practice for the teacher candidates. Hooks analyzed the candidates'

reflections and found that candidates appreciated diversity more, gained confidence in cross-cultural communication skills, and increased their commitments to involve parents in their children's education. This initiative was valuable in that some candidates had never spoken with individuals whose first language was not English before this experience, but the initiative was somewhat limited by the brevity of the program. Bollin (2007) also connected one hundred ten candidates with local Latino students through a ten-week tutoring program that was a requirement of their diversity course. After coding candidates' journal entries, Bollin found that tutoring helped them appreciate multiple perspectives and Latino culture, develop empathy for others, practice teaching skills, and gain awareness of stereotyping and social injustices. While these two service-learning initiatives that went beyond the traditional student teaching internship provided candidates with valuable opportunities to connect and learn with community members, the question of how these isolated initiatives are integrated with other components of the teacher education program remains.

Sowa (2009) and Virtue (2007) engaged candidates in research projects that helped them gain insights into educating linguistically diverse learners. Virtue (2007) required prospective social studies teachers to observe the ESOL classroom and follow students into their content-area classes in trying to emulate the medical school model of orientation, observation, and reflection. Virtue collected field notes and read the twenty-two candidates' observation notes. For some candidates, this project was their only opportunity to see ELLs in school before they completed their teacher education programs. Virtue found that interns reported learning that ELLs can have strong speaking skills while still developing reading and writing skills and that ESOL teachers created

strong and comfortable community environments in their classrooms that enhanced students' participation. Sowa (2009) also asked candidates to conduct research with ELLs, but this initiative focused on an action research project focused on ELLs that six teacher candidates were required to complete. Sowa (2009) collected and analyzed candidates' written reflections, their research projects, and a six-question, open-ended survey. Sowa found that candidates gained awareness of language acquisition processes and how learning language while learning content is challenging for ELLs, recognize the import of connecting with students and learning about their cultures, and learn teaching strategies such as collaborative grouping and Total Physical Response. Additionally, Sowa reported that candidates became more patient teachers, better listeners, and more accepting instead of viewing ELLs as "other."

While the aforementioned researchers explored projects within courses in teacher education, Coronado and Petrón (2008) discussed a course on second language acquisition that was added to a teacher education program. Activities in the course included interviewing ESOL students and teachers, taking notes while listening to an audio clip in a foreign language, and reading social studies texts in their second language. These activities helped candidates understand the roles of ESOL teachers and programs in school and the difficulties of learning academic content in one's second language, which led to increased empathy for ELLs in K-12 schools. While all of these researchers presented and discussed initiatives for helping candidates to learn about educating language learners in culturally and linguistically responsive ways, the findings were isolated to one course or one project within a course instead of connecting these specific initiatives and the opportunities they afforded candidates with candidates' growth and

experiences throughout their teacher education programs, including their student teaching. Furthermore, the researchers did not elucidate the processes of these initiatives to help other teacher educators to be ready for the challenges from either teacher educators or teacher candidates' perspectives, which may come with attempts to implement such initiatives in other teacher education contexts. While these studies focus primarily on opportunities for teacher candidates to learn, the next article looks at professional development for teacher educators.

Costa, McPhail, Smith, and Brisk (2005) provided a semester-long professional development institute on the topic of educating ELLs to a group of teacher educators. The group met seven times in order to help the faculty prepare candidates to meet the needs of linguistically diverse learners. The seven teacher educators who attended had to adapt their course syllabi to include attention to ELLs by the end of the institute. The facilitators approached the institute as constructivists and led discussions on census data, social contexts of education including attitudes toward bilingualism and ethnocentrism, issues of pedagogy and power, standards and testing, respecting diverse cultures, and the value of questioning one's assumptions. Participants shared ideas and gave each other feedback on syllabi changes. Syllabi adaptations included additional readings on educating ELLs, requiring candidates to focus on difficult vocabulary in their lesson plans, and requiring candidates to study a culturally and linguistically diverse child. Costa et al. (2005) write that these changes made to specific courses impacted the teacher candidates in the program, although no evidence supports this claim.

While these studies document attempts to prepare candidates to work with ELLs that can be useful for other teacher educators, these authors did not describe the contexts

of the programs outside of the specific initiatives they studied. Questions of how these initiatives connected with other portions of the teacher education programs, how these initiatives improved or affected candidates' teaching in their internships, and what challenges and possibilities teacher educators experienced in implementing these initiatives remain. Overall, the need to explore how teacher candidates experience multiple teaching and learning processes in a teacher education program is apparent. Each of these studies leads to more specific questions that I pursue as I explore teacher candidates' experiences in my case study of the MCEE:

Table 3: Synthesis of Research on Preparing All Teachers to Educate ELLs		
Empirical Research	Findings	Implications for Future Studies
Coronado & Petron (2008)	Activities in SLA course can increase candidates' empathy	What types of course discussions, activities, and assignments in the MCEE program prepare candidates to work with ELLs?
Hooks (2008)	Communication with members of adult ESOL course increased candidates' understandings & abilities of cross-cultural communication	Do the candidates in the MCEE have the opportunity to pursue less traditional field placements (i.e. 1-1 tutoring)? If so, what is the process & how does it prepare them for the future?
Bollin (2007)	10-week tutoring with Latino students helped candidates appreciate students' culture, develop empathy and teaching skills, gain awareness of social injustices and unfair stereotypes	What are the demographics of the elementary schools in which candidates student-teach? Do mentors and supervisors direct their attention to ELLs in their classes?
Virtue (2007)	Observations of ELLs in ESOL and mainstream classes helped candidates understand differences between BICS & CALP and ESOL teachers' instructional strategies	In their field placements, do the prospective elementary teachers have the chance to observe ELLs or an ESOL lesson(s)?
Sowa (2009)	Action research on ELLs helps candidates become more aware	What opportunities for action research do the MCEE

	of language acquisition processes, the importance of students' cultures, and teaching strategies that help ELLs.	candidates have? What are the guidelines? Do they attend to ELLs, or prepare candidates to work with ELLs?
Costa, McPhail, Smith, & Brisk (2005)	Professional development for teacher educators affects the ways in which they attend to ELLs' issues in their syllabi and teaching.	How much knowledge do teacher educators have about teaching ELLs, and what types of opportunities for professional development do teacher educators have?

In the next section, I review studies that focused on teacher candidates' reports of their preparedness to teach culturally and linguistically diverse students in socially just ways.

Studies on Candidates' Dispositions and Feelings of Preparedness

In a quantitative study (Siwatu, 2007), two hundred seventy five teacher candidates were asked to complete two surveys: Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) and Culturally Responsive Teaching Outcome Expectancy Scale (CRTOE). Grounding the study's theoretical framework in self-efficacy and outcomes expectations, Siwatu defined these as a person's belief in his ability to use acquired skills and belief in the consequences of one's actions, respectively, and he suggests that self-efficacy affects outcomes expectations. To examine candidates' self-efficacy, outcome expectancy beliefs, and the relationship between the two, Siwatu administered the survey in teacher education classes. The CRTSE had forty Likert-type items and the CRTOE had twenty-six Likert-type items. Siwatu found that candidates' self-efficacy was highest on the items: "help students feel like important members of the classroom" and "develop a personal relationship with my students" (p. 1092). Candidates' outcome expectations were highest on the following item: "a positive teacher-student relationship can be established by building a sense of trust," and lowest for "encouraging students to use

their native language will help to maintain students' cultural identity" (p. 1092). Teacher candidates' low self-efficacy on items, and reported lack of preparedness in educating ELLs, further demonstrates the need for more research on this topic. The contributions of Siwatu's (2007) study lie in the focus on candidates' self-efficacy and outcomes expectations regarding their instruction of ELLs. Sowa's research begs the question of how the candidates developed over time in their programs, and how the processes of the teacher education program may have affected their feelings and responses.

Like Siwatu (2007), Kidd, Sanchez, and Thorp (2008) asked candidates to write about their preparedness to be culturally responsive teachers only once. However, Kidd et al. (2008) asked, "What types of program experiences did pre-service teachers cite as contributing to the development of culturally responsive dispositions and teaching practices? In what ways did the pre-service teachers perceive that the experiences interact[ed] with each other to influence the development of culturally responsive dispositions and teaching practices?" (p. 318). The researchers asked candidates to write a ten-page narrative to reflect on the guiding principles of their teaching, how their assumptions of teaching culturally and linguistically diverse students changes throughout the program, and what influenced their learning. In analysis of these narratives, Kidd et al. found that several interconnected program activities contributed to candidates' development, including: reading educational texts on race, culture, and social justice; discussion with colleagues in the teaching internships; interactions with students' families (especially home visits); critical personal reflection; and dialogue in classes. The authors found that each candidate identified different experiences as being most salient to them. While this finding demonstrates that each candidate has unique interpretations of similar

programmatic experiences, interviews or other data collection at multiple points in candidates' programs could have provided a more in-depth understanding of their development.

Capella-Santana (2003) and Enterline, Ludlow, Mitescu, and Cochran-Smith (2008) asked candidates to report on their dispositions at multiple points in their teacher education. Capella-Santana (2003) used an interrupted time series, quasi-experimental design to administer surveys with fifty-two primarily white, young female candidates throughout eighteen months of their program. Capella-Santana's (2003) purpose was to examine pre-service teachers' development of "multicultural attitudes and knowledge while they attended a teacher preparation program and to identify activities and experiences that promoted those changes" (p. 184). The forty-three item questionnaire, which focused on participants' attitudes and knowledge of "infusion of different cultures into the school curriculum, bilingual education, culturally-related behaviors, factors related to the building of minority students' self-esteem, cultural/ethnic stereotypes, and assimilation of minority students in the U.S. culture" (p. 184), was given in their first week, the beginning and end of their second semester, and at the end of their third semester. Based on candidates' survey responses and follow-up interviews with nine of the candidates, Capella-Santana identified fieldwork with diverse students, a multicultural education course, and a bilingual education course as program components that had the strongest positive impact on candidates' dispositions. For instance, candidates' reported that their knowledge and attitudes highest in "bilingual education, building minority pupils' self-esteem, culturally related behaviors, and assimilation of minority pupils into U.S. culture" (p. 186) at the time of the third survey, which was

immediately after the multicultural education course. Thus, Capella-Santana argues that the multicultural education course may have had a significant impact on their growth. These surveys pointed to the value of the multicultural education course. However, because Capella-Santana did not provide a rich description of the course itself, other teacher educators cannot use the findings from this study to improve their own practice and researchers cannot replicate the study.

Enterline et al. (2008) also created a twelve-item survey to determine how one teacher education program helped candidates gain the commitment to teach for social justice. The survey was administered to the 2005, 2006, and 2007 cohorts at the beginning and end of their program as well as at the end of their first year of teaching. For each item, candidates were to respond to a five-point Likert scale ranging from strongly agree to strongly disagree. The researchers expected candidates to agree that:

- examining one's own beliefs on race, class, gender, disabilities and sexual orientation are an important part of teaching
- forms of inequity, such as racism, should be discussed openly in school
- incorporating diverse cultures into lessons is part of good teaching
- teachers should challenge school processes that promote inequality
- teachers should encourage students to think critically about government decisions

Enterline et al. (2008) expected candidates to disagree with the following:

- discussion of multicultural topics is only appropriate in subjects such as social studies
- assimilation of immigrants and ELLs is the most important educational goal for these students

- expecting less from ELLs is rational
- students with low socio-economic status gain more from attending school since they have so little
- teachers should not feel responsible to change society
- students' efforts determine their academic success
- the job of a teacher is to prepare students for the lives they are likely to lead

By comparing candidates' survey responses from when they entered and exited the program, Enterline et al. found that the teacher education program helped them learn to teach for social justice. Candidates who completed the survey one year after graduation were equally committed to social justice as when they exited the program. Although these results are exciting initial evidence that teacher education programs can help candidates become socially just, which teaching and learning activities affected teacher candidates' dispositions is unclear.

While some of the aforementioned researchers reported on initiatives that teacher educators engaged in to connect candidates with the knowledge, skills, and dispositions of being culturally and linguistically responsive, others investigated teacher candidates' perspectives on their preparedness. Researchers who conducted the following two case studies and gained insights into processes in teacher education programs, as well as perspectives from both teacher candidates and teacher educators. McDonald (2005) compared two teacher education programs that emphasized social justice, and Athanases and de Oliveira (2011) conducted research on a program that aimed to prepare all teachers to work with linguistically diverse students.

Case Studies on Teacher Education Programs

In her comparative case study of Mills and San Jose State University, McDonald (2005) strove to answer the questions: “How do teacher education programs implement social justice in an integrated fashion across the entire program? What do prospective teachers’ opportunities to learn about social justice look like in such programs?” (p. 420). McDonald chose these programs because they explicitly focused on social justice and preparing candidates to work with diverse populations, had cohorts, required yearlong field placements, and were fifth-year, pre-service elementary education programs. McDonald interviewed candidates, observed teacher education courses and field placements, and administered surveys. McDonald found that candidates had more opportunities to learn conceptual rather than practical tools, and that candidates’ field placements greatly impacted their development. McDonald describes the emphasis of conceptual over practical tools: “these two programs were able to integrate concepts related to social justice more easily than practices that exemplified such principles” (p. 427). McDonald also found the ways the programs attended to instructing ELLs, such as spending one class session on the topic, may lead candidates to compartmentalize concepts related to linguistically responsive pedagogy rather than helping them to adapt their instruction to value students’ strengths and meet their needs. In her case study, McDonald’s methods enabled her to garner more in-depth insights than the previous studies in this review, but a focus on preparing teachers to educate ELLs was only a subset of her larger study.

Athanases and de Oliveira (2011) examined a teacher education program “whose graduates feel well prepared to meet ELLs’ needs” in order to answer the question, “how did one teacher education program infuse attention to teaching English language learners

in the content, processes, and context of its work?” (p. 198). The authors interviewed teacher candidates and teacher educators, administered surveys with teacher candidates, and reviewed program documents and artifacts from candidates’ work in the program. Their main argument was that coherence between participants as well as between the program’s mission, coursework, and fieldwork was essential to preparing candidates to educate ELLs. They also found that faculty believed preparing candidates to educate ELLs necessitated preparing them to assume the role of advocates for their students. Additionally, discussing larger sociopolitical contexts of education, learning about language development in coursework on teaching ELLs, and linking discussions of educating ELLs with specific content areas particularly helped candidates develop the knowledge, skills, and dispositions they needed. Assignments that were especially useful in helping candidates learn about ELLs included case studies on specific students, creating instructional plans for students, and writing reflections on issues of educational equity. Finally, supervisors who engaged candidates in talking about the education of ELLs and teachers and administrators who worked as advocates for ELLs in candidates’ field placements improved candidates’ awareness and strategies of working with ELLs in their internships. Importantly, the program director and faculty in this teacher education program had developed “a five-year experimental program on teaching culturally and linguistically diverse youth” (p. 200) in California, a state that requires all candidates to gain endorsement to educate ELLs. Therefore, this program’s attention to ELLs is not typical of most pre-service teacher education programs.

Gaps in the Research and Next Steps

Although all of these studies contribute to our understandings of the kinds of opportunities teacher candidates have had to learn about educating linguistically diverse

students, none of the researchers collected and analyzed multiple forms of data on how a typical, thirteen-month teacher education program prepares candidates to educate ELLs. Studies on specific ways to prepare candidates to work with ELLs did not provide sufficient context of the overall teacher education programs, nor did they describe the specific teaching and learning activities that helped candidates develop their abilities to educate ELLs, nor did these studies connect their initiatives with teacher candidates' growth throughout their programs. Scholars who obtained teacher candidates' self reports to prove that teacher education programs or even specific classes in programs improved candidates' abilities to educate ELLs relied mainly on closed-ended survey items and did not describe the teaching and learning processes that positively impacted candidates. Finally, the researchers who collected multiple forms of data in case studies of programs either focused on broader issues of preparing candidates to teach for social justice, with educating ELLs as a branch of the research (McDonald, 2005) or explored a program with specific attention to ELLs in a state that demands all teacher candidates learn about ELLs (Athanases and de Oliveira, 2011).

Thus, research that focuses specifically on how candidates learn the knowledge, skills, and dispositions of educating students learning English as an additional language is sorely needed. My goals are to not only determine whether or not candidates in the MCEE program I study here learned about educating ELLs, but also how and when they learned the knowledge, skills, and dispositions I outlined in my conceptual framework. With the situated perspective I take in this work, I do not hope to find specific causal relationships, but rather to explore how candidates discuss their learning. Other goals of this study are to determine what challenges teacher educators perceive in their efforts to

prepare candidates to educate ELLs. Furthermore, I explore which aspects of the MCEE are most promising and most problematic in affording candidates opportunities to learn about educating culturally and linguistically diverse students. In the next chapter, I describe my case study design in order to fill this gap in the literature.

CHAPTER 3: DATA COLLECTION AND ANALYSIS METHODS

My methodological choices, which I describe in this chapter, have been informed by previous literature on the topic of affording teacher candidates opportunities to learn to educate ELLs, my goals in filling the gaps in the literature to contribute to the field, and my personal background. I first provide a rationale for my decision to employ a qualitative case study design and then I describe my data collection and analysis processes. Finally, I review my perspective of ethical research with issues of reciprocity, data verification, and my personal background and assumptions.

Rationale for a Qualitative Case Study

My overall goal in conducting this research was to improve the preparation of teachers to work with ELLs. More specifically and feasibly, I wanted to describe this MCEE program; synthesize teacher candidates' and teacher educators' needs, priorities, and constraints regarding preparation to work with ELLs in this program; examine the coherence between "real, as opposed to stated, organizational goals;" study the "informal and unstructured linkages and processes" within this program (Marshall & Rossman, 2011, p. 91), and identify implications for future practice. To extend the work of scholars such as McDonald (2005), I needed to identify and describe opportunities candidates had to learn about educating ELLs as well as the efforts and perceived challenges of teacher educators working to pursue such opportunities for candidates throughout the processes of the MCEE program. Thus, I strove to collect enough data to give a holistic account (Creswell, 2007; Marshall & Rossman, 2011) of the complex processes of the program and provide a "thick description" (Geertz, 1973, p. 5) through a qualitative, case-study methodology.

According to Creswell (2007), researchers interested in examining culture and how it works use ethnographic methods, while those who wish to examine certain issues within bounded systems emphasize case studies. I have chosen to use case study methods, rather than ethnography, because my goal was to explore the issues pertinent to candidates' opportunities to learn about educating culturally and linguistically diverse children in this program. I took Yin's (2006) suggestion that "the case study method is pertinent when your research addresses either a descriptive question (what happened?) or an explanatory question (how or why did something happen?)" (p. 112). More specifically, my case study will be what Berg (2009) describes as an instrumental case, as I will try to "better understand some external theoretical question, issue, or problem" (p. 326), in my exploration of how the program affords candidates opportunities to work with ELLs.

Donmoyer (1990) also explicates the major advantages of case study research: "accessibility" and "seeing through the researchers' eyes" (p. 193, 194, 196). Donmoyer writes that case studies allow readers to access multiple interpretations of events, without necessarily favoring one or viewing one perspective as more accurate than another. In fact, he asserts "the role of the research is not primarily to find the correct interpretation...the purpose of research is simply to expand the range of interpretations available to the research consumer" (1990, p. 194). In analyzing data and reporting my findings, then, I presented the experiences as much as possible through the participants' words and descriptions of their experiences in order to draw connections between their perceptions and the contextual factors that influenced their experiences (e.g. internship placements). To fill the gaps in the literature that I identified in Chapter 2, I attended to

both contexts and processes and accessed perspectives of twenty-four participants through collecting data in multiple MCEE contexts from September 2010 until July 2011. I purposefully chose the site and participants for this case study based on the literature.

Site Selection

The specific teacher education program I studied is a thirteen-month program in which candidates take courses in summer, fall, spring, and summer semesters and student-teach during the academic year (fall and spring semesters). This program, which takes place at a large university in the mid-Atlantic United States, is an increasingly common type of alternative certification program that has been growing in popularity in the United States over the past few years (Zeichner & Conklin, 2005). Upon graduation from the program, teacher candidates in the MCEE earn a master's degree and fulfill all of the major requirements for certification in elementary education in the program's home state and in forty-eight other states due to reciprocity in certification requirements.

As this type of program is becoming a more prominent path toward teacher certification, Miles and Huberman (1994) would define my case study as both critical and typical, because the site "permits maximum application of information to other cases" and "highlights what is normal or average" (p. 28). Additionally, the majority of the teacher candidates in this program are white, female, native English speakers, thus reflecting the national population of teachers, which is seventy-five percent female and eighty-three percent white (Strizek, Pittsonberger, Riordan, Lyter, and Orlofsky, 2006). Thus, although I take a situated perspective and recognize the uniqueness of my findings to these participants' interactions in their particular contexts in the MCEE, implications from this study can pertain to other teacher education programs in the future. Specific sites for this study include the College of Education of the university, the off-campus

building in which the teacher education courses took place, and the schools in which the candidates interned. I provide further description of each of these contexts in Chapter 4.

Participant Sample

I purposefully chose a sample of teacher candidates and teacher educators “for my study because they [could] purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007, p. 125). My goal was to work with a sample of participants who “adequately capture[d] the heterogeneity of the population,” (Maxwell, 2005, p. 89) including factors such as age, gender, ethnicity, languages spoken, and years of experience in education. I achieved this goal by working closely with four of the sixteen teacher candidates in the cohort: one of the two white, native English-speaking males; a bilingual Bengali-American female; a white, female, native English speaker who spoke basic Spanish; and a white, native-English speaking female who was fluent in Spanish. I varied my sample of teacher educators vis-à-vis their positions in the program. While I hoped several of the teacher educators would teach courses in the program, I was also interested in interviewing at least one supervisor of field experiences, at least one mentor teacher, and at least one teacher educator or administrator who was involved in overall curriculum design or administration of the program.

An important consideration in selecting participants was determining who was interested in working with me throughout their MCEE experiences. Thus, in September 2010, I briefly introduced myself and my study at the end of one of the meetings of the diversity course. At that time, I gave teacher candidates a brief, optional, open-ended questionnaire to not only gain initial understandings of their thoughts and feelings on their preparation to work with ELLs for potential directions for my future interviews

(Kratwhol, 1998), but also to gauge candidates' interest in working with me. When recruiting participants for my study – whether they were completing surveys, conversing with me in interviews, or letting me observe them – I explained the purpose and methods of my study, asked them if they wanted to participate, and had them sign informed consent forms. At that time, eight candidates wrote that they were potentially interested in participating, by marking “yes” or “maybe” in response to the question, “Are you interested in participating in this project?” (See Appendix 1 for this initial questionnaire). Next, I emailed these eight teacher candidates and eventually selected the four candidates as my focal participants. I describe all of the participants and contexts in more detail in the next chapter, and I continue to focus on methodological choices in this chapter.

Data Collection

I collected multiple forms of data for this study, including program documents, individual interviews with teacher candidates and teacher educators, focus group interviews with teacher candidates, observations of teacher education courses and candidates' lessons in their internship sites, and surveys that I administered with all sixteen members of the cohort.

Program Documents

I examined both internal and external program documents (Bogdan & Biklen, 1998). External documents included information from the program and college websites, state-level Department of Education documents related to certification and teacher education requirements, and the College of Education Strategic Plan (as described in Chapter 1). Internal documents included course syllabi and assignment descriptions, artifacts from courses such as handouts, the performance-based assessment used to evaluate candidates in their internships, and focal candidates' action research papers and

online teaching portfolios. My analysis of these documents supplemented interview and observational data, and focused on the program's attention to connecting candidates with the knowledge, skills, and dispositions for becoming culturally and linguistically responsive teachers.

Individual Interviews with Teacher Candidates

Driven by the goal of examining the processes of candidates' growth throughout their programmatic experiences, I interviewed the four focal candidates three to four times each from November, 2010 until May, 2011, observed them teach two to three times each between January 2011 and May 2011, and conducted a focus group interview with the four of them once at the end of their spring classes in May, 2011. Yin (1994) would refer to these focal candidates as embedded case studies, as these were individual teacher candidates moving through the larger case of the MCEE program. I first interviewed the candidates in mid-November in order to get to know more about their backgrounds, motivations for joining the MCEE, and perceptions of their MCEE experiences up until that point in the program. In this first interview (see Appendix 2 for protocol), I was guided by some of Patton's (2002) major categories for interview questions: experience and behavior, feelings, knowledge, and background. Subsequent interviews (see Appendix 3 for protocol) were less structured, as our directions for our conversations were guided by the lesson observations and topics that candidates were most inclined to discuss. These interviews occurred immediately after I observed them teach a lesson, which enabled me to ask them both general questions about their experiences as well as specific questions about their instructional choices in the lesson I observed them teach. These semi-structured interviews (Bogdan & Biklen, 1995; Berg, 2009) were powerful ways to collect data and gain insights into "the meanings that

everyday activities hold for people” (Marshall & Rossman, 2011, p. 145). While the limitations of semi-structured interviews are that researchers can “lose the opportunity to understand how the subjects themselves structure the topic” (Bogdan & Biklen, 1995, p. 95), I engaged in meaningful conversations with my participants and simply used the semi-structured format to ensure our conversations primarily revolved around the topic of their learning to educate linguistically diverse students. Each interview and each observation was thirty minutes to one hour in length. The scheduling of these observations and interviews occurred through my emailing the candidates to ask them which dates and times would be most convenient for them.

My purpose in observing candidates teach lessons in their internships was to determine how they interacted with students and to see how they supported students learning English as an additional language in overcoming linguistic demands in their lessons. As internship experiences and gaining experience differentiating instruction for ELLs can greatly impact candidates’ growth (see, for example, Darling-Hammond, 2006; Lucas, Villegas & Freedson-Gonzalez, 2008), observing them in their internship sites was an important component in my research design. When observing candidates, I took field notes of their teaching, using the knowledge, skills, and dispositions I outlined in Chapter 2 as a focal point for these observations. Mostly, observing candidates teach served as an impetus for dialogues around the connections between their coursework and internship, their opportunities to learn about educating ELLs, their instructional decision-making, and ways their instructional choices may have affected ELLs in their classes. Additionally, during these post-observation discussions, I fielded any questions candidates had about how they could support the students learning English as an

additional language. One of the four candidates who happened to be most overwhelmed with the task of supporting her linguistically diverse students—Becca—asked me for suggestions and resources to help her improve her teaching. As a teacher educator and researcher who believes in reciprocity, I responded to any questions in ways that supported the teacher candidates, which in the case of Becca, led to me giving her a copy of Echevarría et al.'s (2008) SIOP manual.

Focus Group Interviews and Final Survey

When designing this study, I considered the multitude of benefits for both individual and focus group interviews. To help participants feel more comfortable in working with me, when I gave the initial survey to the cohort in September, I asked participants if they would prefer to meet in groups or individually. Ultimately, I chose to interview candidates individually because the majority of the four candidates preferred the option of talking one-on-one and on most days, I interviewed candidates immediately after observing them, during one of their free periods in the school day. I supplemented these individual interviews with one focus group interview with the four focal candidates in May and one focus group with four additional teacher candidates in the cohort in April. Focus group interviews can provide meaningful data, because the researcher can “let people spark off one another, suggesting dimensions and nuances of the original problem that any one individual might not have thought of” (Rubin & Rubin, 1995, p. 140) and there is “an ironic safety in the open group” (McClelland & Fine, 2008, p. 248). Bringing the four focal candidates together to reflect on their feelings of preparedness to educate ELLs (see Appendix 4 for reflection sheet) was a helpful closure in our work together.

The focus group with the four additional candidates who were not the focal candidates was semi-structured (see Appendix 5 for protocol). Strauss, Schatzman,

Bucher, and Sabshin's (1981) four categories of questions—hypothetical, devil's advocate, ideal position, and interpretive questions—guided my formation of some of the questions in the focus group interview protocol. Hypothetical questions ask what someone might do under certain conditions; devil's advocate questions can help avoid awkwardness by providing an alternative position without naming specific people (i.e. “*Some* people think...”); ideal position questions focus on people's feelings and opinions of a perfect scenario; and interpretive questions let the researcher paraphrase what they believe others have said and probe more deeply into understanding. Talking with these four teacher candidates enabled me to gain more in-depth perspectives from other participants in the MCEE.

In addition to triangulating data collection from candidates through the focus group interview with the four participants other than my focal candidates, I asked the entire cohort if they would be interested in completing a survey. They consented and completed the survey (see Appendix 6) on the last day of their final course meeting in June, 2011. This survey enabled me to gather a sense of candidates' dispositions of educating ELLs, their reflections on how the program helped them learn about educating ELLs, and their suggestions for how the program could better prepare future cohorts to educate ELLs.

Following is an overview of my data collection with teacher candidates in the MCEE:

Table 4: Dates of Data Collection with Teacher Candidates					
	Robert	Oxiana	Rachel	Becca	Other Cohort Members
Survey 1					9/13/10 – entire cohort
Interview 1	11/5/10	11/22/10	11/22/10	11/22/10	
Observation 1 and Interview 2	2/23/11	2/23/11	1/31/11	1/31/11	
Observation 2 and Interview 3	4/11/11	4/11/11	3/21/11	3/21/11	
Observation 3 and Interview 4	N/A	5/3/11	5/2/11	5/6/11	
Additional focus group interview					4/7/11 – 4 teacher candidates
Focus group interview with focal candidates	5/24/11	5/24/11	5/24/11	5/24/11	
Final Survey -					6/21/11 – entire cohort

Interviews with Teacher Educators

Interviewing teacher educators (See Appendix 6 for protocol) helped me understand what efforts teacher educators were making to help candidates gain the knowledge, skills, and dispositions for working with students learning English as an additional language, as well as what challenges they perceived as hindering their efforts. Talking with teacher educators who served in multiple roles—tenure-track professors who taught courses, a supervisor, a mentor teacher, a former chair of the department, the MCEE program director, and a coordinator of the professional development schools—gave me a diverse set of perspectives, from which I found commonalities. Talking with

“elites—individuals in positions of power and influence” enabled me to gain insight into “policies, histories, and plans” (Marshall & Rossman, 2011, p. 155) for the MCEE.

Observations of Teacher Education Courses

Although my observations of teacher education courses were informal, this form of data triangulation helped me gain access to the norms of the teacher education coursework and explore how teacher educators engaged candidates in discussing and learning about culturally and linguistically responsive knowledge, skills, and dispositions in the coursework. In these observations, I wrote descriptive field notes but also added my own reflective notes (as suggested by Creswell, 2007). To remain as unobtrusive as possible, I did not record video or audio data during these course observations, but instead took field notes on my laptop and frequently joined in the course activities and conversations. In addition to observing all the course meetings of the spring, 2011 courses, four to five course meetings of two courses in fall, 2010, one course meeting of a summer, 2010 course, and one course meeting of the internship seminar that met in spring, 2011, I collected syllabi for the courses I was unable to observe. More details about the specific courses and when I observed them are presented in the following chapter.

Data Collection Methods Summary

To summarize, I collected data from six sources: interviews with teacher candidates, focus group interviews with teacher candidates, interviews with teacher educators, document review, observations of student teaching, and observations of teacher education courses. I chose these methods because these methods helped me answer the research questions I posed after reading the studies I reviewed in Chapter 2. To review, my major research question was: What opportunities does the Master’s with

Certification in Elementary Education (MCEE) afford candidates to learn about the knowledge, skills, and dispositions needed to educate students learning English as an additional language? Sub-questions included:

- How do teacher candidates describe what and when they learned about educating students learning English as an additional language in elementary education classes during their MCEE experiences?
- What efforts do teacher educators make to prepare candidates to educate ELLs within the MCEE, and what challenges do they view as impeding their efforts?
- What suggestions do candidates and educators have for how the program can continue to provide—and improve—meaningful opportunities for candidates to learn about educating students learning English as an additional language?

Next, I describe my methods for data analysis.

Data Analysis

My data analysis began after my first day of data collection. During my data collection phase, I was transcribing interviews, writing initial research memos, and coding interviews and observation notes, as I wanted to heed the advice of Maxwell (2005), Yin (2006), and Bogdan and Biklen (1998). Specifically, Yin advises case study researchers to “do data collection and analysis together” (p. 112) and Bogdan and Biklen suggest, “regularly review your fieldnotes and plan to pursue specific leads in your next data collection session” (p. 161). While the knowledge, skills, and dispositions I compiled in Chapter 2 grounded my initial analyses, I also remained open to themes that emerged from observations and interviews. Through my iterative data collection and

analysis, I used aspects of grounded theory to “seek naturally occurring classes of things, persons, and events” and to “look for similarities and dissimilarities—patterns in the data” (Berg, 2009, p. 148). Additionally, I was “questioning the data from the start of the process” (Berg, 2009, p. 320). Iterative data analysis enabled me to write methodological, thematic, and theoretical memos (Marshall & Rossman, 2011) and to bring my own interpretations of program practices into interviews. For instance, I sometimes said, “I’ve noticed...” as Bogdan and Biklen (1998) suggested, in order to “see how the idea strikes the teacher” (p. 163).

I transcribed the interviews myself. Merriam (2009) argues, “verbatim transcripts of recorded interviews provide the best database for analysis” (p. 110). However, I realize that even with carefully transcribing interviews verbatim, “All transcripts take sides, enabling certain interpretations, advancing particular interests, favoring specific speakers, and so on” (Bucholtz, 2000, p. 1440). I align with Reissman (1993), who argues, “There is no one, true representation of spoken language” (p. 13), and I approached transcription realizing that my own biases and purposes in transcribing the interviews affected how I interpreted and represented the data. In approaching my study, I heeded Bird’s (2005) advice: “Do not reinvent the wheel...search for the conventions used by transcribers within the long tradition” (p. 245), and “be reflective during the transcribing process, to ask questions” (p. 244).

In transcribing my interviews with participants, I used all capital letters to indicate emphasis or stress, ellipsis to indicate pauses, and dashes to indicate interruptions. I incorporated my own comments in parentheses, as modeled by Bird (2005) and DuBois, Scheutze-Coburn, Cumming, and Paolino (1993). More specifically, I commented within

the transcriptions to indicate actions (such as pointing to something, nodding, laughing), manner or tone (sarcastically, quizzically, excitedly), and reference clarifications (such as Bird's (2005) insertion "[of my career]" in "Now in the early stages [of my career]..." (p. 236)).

Roberts agrees, "every decision about how to transcribe tells a story" (1997, p. 169), and I believe that member checking helped to ensure that the story I portrayed through these transcriptions was not just my own, but also my participants'. Marshall and Rossman (2011) state, "one valuable strategy is to share the transcriptions with the interview partners for their confirmation (or not) that the transcription captures their meaning and intent if not always their precise punctuation"(p. 165). My member checks consisted of my sharing summaries or transcriptions of interviews with my participants before I wrote my research report (Marshall & Rossman, 2011). Specifically, I transcribed and emailed each interview to participants usually within one to two weeks after the interview, and I sent one conference presentation PowerPoint to the four focal candidates in the study to help illustrate how I was interpreting and synthesizing the data, and the conclusions I was drawing for future research and practice.

In alignment with Horkheimer (1932), who argued that assigning narrow sets of concepts to the fluidity of social interactions was insufficient, I approached coding with some practices of grounded theory research (Corbin & Strauss, 2008). More specifically, I began with open coding, in which I developed major themes based on my observations, memos, and transcripts, and moved toward axial coding, in which I connected different categories of codes. Maxwell (2005) highlights the importance of looking not only for "similarities that can be used to sort data into categories independently of context, but

instead look[ing] for relationships that connect statements and events within a context into a coherent whole” (p. 98). This suggestion of looking for connections in the coherent whole was predominant in my analysis of focal candidates, as I searched for themes as they developed over time.

I employed the constant comparative approach by “identifying incidents, events, and activities and constantly comparing them to an emerging category to develop and saturate the category” (Creswell, 2007, p. 238). I emphasized participants’ voices and found in vivo codes (Marshall & Rossman, 2011; Creswell, 2007). Although the knowledge, skills, and dispositions needed to educate ELLs informed my analysis, I viewed these as “sensitizing constructs” (Brenner, 2006, p. 360), rather than preliminary codes, that I brought with me into this research. I chose to report my findings in Chapter 5 with the focal candidates and other participants at the center of my work to enable me to explain the full story of their experiences around learning about educating ELLs. Then, in Chapter 6, I revisit the knowledge, skills, and dispositions of educating ELLs as a more straightforward but less descriptive report. Additionally, I analyzed what candidates talked about learning in regards to educating students learning English as an additional language to separate the knowledge, skills, and dispositions they learned into promising or perpetuating practices. I labeled knowledge, skills, and dispositions that aligned with those in my conceptual framework as promising. Knowledge, skills, and dispositions that were antithetical to the knowledge, skills, and dispositions that teachers need to educate ELLs were labeled as perpetuating inequitable practices for students learning English as an additional language in elementary schools. I also remained “still sensitive to how the informants frame their own experience” (Brenner, 2006, p. 361), and focused my analysis

and reporting on their experiences. Data verification strategies, which are outlined below, were also part of my data analysis and research reporting.

Data Verification

Rather than attempting to “seek to know and explain,” an interpretivist “seeks to understand” (Crotty, 1998, p. 94). As opposed to post-positivists, who believe truth can be found, I have epistemic commitments to constructionism, that “individual human subjects engage with objects in the world and make sense of them,” and that “these meanings we are taught and we learn in a complex and subtle process of enculturation” (Crotty, 1998, p. 79). While post-positivists focus on validity and reliability issues, as an interpretivist, I follow Lincoln’s (1995) criteria for interpretivist research, with foci on issues such as positionality (of the author, researcher, and participants), voice, community arbitration, reflexivity, reciprocity, and yearning to use research to make a positive impact on the world. To clarify, researchers attend to voice by asking “who speaks, for whom, to whom, for what purposes” (Lincoln, p. 60), community arbitration is the recognition that “research takes place within, and is addressed to, some communities” (p. 58), reflexivity is heightened self-awareness for the goal of transformation for all involved, and reciprocity ensures that a “deep sense of trust, caring, heightened awareness, and mutuality” exists between all researchers and participants (p. 61).

In alignment with Lincoln’s (1995) criteria for interpretivist research, I clearly explained my research methodology to enable other researchers can replicate my work and conducted member checks to ensure I represented participants’ words accurately. I agree with Corbin and Strauss’s (2008) argument that “validating here refers more to a

checking out of interpretations with participants and against data as the research moves along” (p. 48). Finally, I clarify my positionality in the research in the next section.

Researcher Background and Assumptions

With specific regard to this study, I entered this work with an etic perspective of the MCEE program, but an emic perspective of the College of Education in which the program was housed. As a native-English-speaking, white woman, I am quite representative of the majority of public school teachers, but my prior professional and personal experiences have helped me as I continue to develop as a culturally and linguistically responsive educator. Similar to other scholars (Irvine, 1990; Villegas & Lucas, 2002), I strongly believe diversifying the teaching force to recruit teachers from communities in which they teach, is an urgent need in teacher education. Although I firmly believe that all teachers should have extensive skills in more than one language, I also believe that teachers who are monolingual can attain skills, knowledge, and dispositions to help ELLs in their classrooms.

I strongly believe that teacher education can be improved so that more of the current teaching force (albeit white, middle class, women) can effectively educate culturally and linguistically diverse populations. I believe that although teacher candidates enter the profession and their programs with prior experiences and strong dispositions, pre-service teacher education affects how people teach and how they grow as teachers. Prior to reviewing the literature on teacher education and policy, I assumed that a national policy mandating that all teachers must have explicit preparation in educating ELLs would improve candidates’ opportunities to learn about educating ELLs, but I realize now that my original assumption was overly simplistic. I believe an explicit focus on preparing teachers to work with ELLs is needed among teacher educators and

within teacher education programs, because of the specific, unique needs and resources that come with simultaneously learning content and language. I also have a strong sense of empathy for teachers and teacher educators who are trying their best to participate in equitable teaching practices. In this research study, I have an emic perspective of the College of Education, but I am an outsider to the MCEE program. I conducted this research with the goal of improving prospective elementary teachers' abilities, knowledge, and dispositions to educate ELLs effectively. I believe that teacher candidates are able to learn knowledge, skills, and dispositions of educating ELLs, and I hope that this research can illuminate how teacher educators can help candidates do so.

Reciprocity

I wanted the participants in my study to benefit from our collaboration together. For teacher educators, I hope that our discussions of preparing candidates to educate ELLs gave them new insights, and I plan to send them my dissertation in the hopes that it can support their future efforts in addressing the education of ELLs in the MCEE program. I gave one teacher educator feedback on his teaching at his request, and two other teacher educators a bag of chocolates as a form of reciprocity for letting me observe and participate in their classes. Most of the focal candidates in this study informed me that our collaboration helped them come to new understandings of supporting students learning English as an additional language. Additionally, I gave focal candidates a ten or fifteen dollar gift certificate to a coffee shop every time we met for individual interviews (totaling about fifty dollars), I gave one candidate a copy of a SIOP text (Echevarría et al, 2008). I provided lunch for each of the focus group interviews, and once I brought snacks to class to thank the cohort for letting me participate in their classes with them.

Ethics

I protected participants' anonymity by using pseudonyms for all participants, course titles, school names, and other potentially identifiable terms. Only I used and listened to the audio recordings of the interviews and my field notes from observations of candidates' teaching and teacher education courses. No one else saw or analyzed raw data or initial analyses, thus further protecting the anonymity of the participants. These recordings are still safely stored on my computer, which is password-protected. I told participants the purpose of my study and participants—all members of the cohort and all teacher educators I interviewed or observed—signed consent forms approved by the university's Institutional Review Board (see Appendix 7). Data will be destroyed after ten years. Hard copies of information related to the study (consent forms, artifacts, my research memos) are stored in my home.

Review of Research Questions, Data Collection, and Data Analysis

The following table reviews my process of identifying and analyzing multiple sources of data to answer my research questions in this study:

Table 5: Data Collection and Analysis Methods		
Questions	Data Collection	Data Analysis
What opportunities does the Master's with Certification in Elementary Education (MCEE) afford candidates to learn about the knowledge, skills, and dispositions of educating students learning English as an additional language?	-review of program documents, interviews with participants, observations of participants	-open coding -separation of data into the three sub-questions
How do teacher candidates describe what and when they learned about educating students learning English as an additional language in grade-level	-Primary data: Interviews with teacher candidates -Supplemental data: Observations of candidates' lessons in internships and observations of teacher	-transcription of interviews -open coding and iterative collection and analysis -constant comparative coding between focal candidates

elementary classes during their MCEE experiences?	education coursework, additional focus group interview, survey data	-chronological analysis -coding for knowledge, skills, and dispositions that are promising or perpetuating inequalities for ELLs
What efforts do teacher educators make to prepare candidates to educate ELLs within the MCEE, and what challenges do they view as impeding their efforts?	-interviews with teacher educators -observations of interactions between teacher educators and candidates in courses and internship	-open coding -constant comparison to identify commonalities
What suggestions do candidates and educators have for how the program can continue to provide—and improve—meaningful opportunities for candidates to learn about educating students learning English as an additional language?	-interviews with teacher candidates -surveys with teacher candidates -interviews with teacher educators	-open coding -comparative coding to determine most prominent suggestions -revisit the literature to identify and support key implications for practice

In this chapter, I have explained my overall design, my data collection tools, my analysis procedures, and my decisions pertaining to the ethics and verification of my research design. I provided a rationale for my decisions, which married the merits of these methods with the gaps I found in the literature and my goals in pursuing this research. In the next chapter, I describe the study participants as well as the settings in which the study occurred, thus providing the necessary context for my findings.

CHAPTER FOUR: CONTEXT

Overview of the Program

The MCEE is a thirteen-month program at the end of which teacher candidates earn their Master's in Elementary Education degree and become eligible for certification through the state. Teacher candidates take a total of forty-two credits throughout their program, with twelve credits in summer, fourteen credits in fall, twelve credits in spring, and four credits in summer. The following list delineates their courses:

- Summer: Diversity in the Classroom; Acquiring Literacy; Assessing Reading; Language Arts Methods (3 credits each)
- Fall: Materials for Readers (3 credits); Studying Diversity in Schools (3 credits); Methods of Teaching Science (3 credits); Methods of Teaching Mathematics (3 credits); Action Research (1 credit); teaching internship (1 credit)
- Spring: Reading in Schools (3 credits); Social Studies Methods (3 credits); Action Research (1 credit); teaching internship (5 credits)
- Summer: The Teaching Profession (3 credits); Action Research (1 credit)

Susan⁵, the program director, said that she did not know who created the coursework for the program, and “it’s been more or less the same course structure for at least ten years or more.” Gina, the Professional Development School Coordinator for the program, informed me that the program began in the early 1980s, and at least one of the diversity courses has been in the program since that time. Gina mentioned that the course sequence had not changed since she joined the program in 2002. Susan also shared that they were working on reducing the number of courses focused on reading/language arts,

⁵ All names (of the program, courses, counties, schools, and individuals) are pseudonyms

thus opening up a course space, which could be used as another mathematics course, child development, or a focus on students with unique needs (language learners and special education). The content of the reading courses, however, is mandated primarily by the state department of education. Although Susan and teacher educators have made changes in the order of courses and the focus of the final course (the teaching profession), Susan and Gina's testimonies demonstrate that the course structure has remained largely the same for at least the past ten years.

In the 2010-2011 school year, the entire cohort of sixteen candidates took all of their classes together, with the exception of the action research course. All teacher candidates were placed at Professional Development Schools with at least one other teacher candidate. The internship was organized into three segments. In the fall semester, interns were in schools three days per week (taking classes together on the other days). In the spring semester, candidates were in schools for four and a half days per week (leaving school early to take their two 3-credit courses each Thursday). In spring, candidates worked toward an eight-week takeover of classroom responsibilities, during which time they were primarily responsible for teaching and planning duties, with their mentors available for feedback and guidance. Finally, in the last month of the academic year, teacher candidates were free to explore other opportunities that would help them grow as teachers, such as substitute teaching, observing other teachers, shadowing administrators, or visiting other schools. The courses took place in a satellite college center rather than at the main campus of the university. Having courses in this alternative location saved the university money and might have been a more convenient location for some teacher candidates.

Most courses covered a lot of information within one semester. While teacher candidates were required to take some prerequisites in mathematics or basic English at the undergraduate level, most methods courses had dual objectives: helping candidates regain familiarity with the content (of science, social studies, mathematics, language arts), and preparing them to teach the content. Several instructors mentioned this dual objective as a challenge. The goals of the summer diversity course were to have candidates reflect on their own worldviews and experiences and how these impacted their teaching, think about societal issues regarding marginalization and privilege, and consider the role of schools in promoting equity. The goals of the second diversity course in the fall are to have students gain greater understandings of diversity, their own dispositions, and “create greater equity within their specific teaching context” (Diversity course syllabus, 2011)⁶. The action research course engaged students in conducting research in their classrooms, by identifying a problem, conducting a literature review, trying out a strategy in their classes, and writing a report on their findings. In the internship seminar, which took place at the various internship sites, candidates read articles on various teaching methods, videotaped themselves trying these methods, and reflected and discussed their reflections in the seminar meetings. Each of the reading classes focuses on the topic within its title listed in the bullet points above, and the structure of these four courses aligns with the state standards for teacher certification.

Focal Courses

For this case study, I became a participant observer in four of the courses in the program. In fall, 2010, I attended Materials for Readers five times and Studying Diversity

⁶ Pseudonyms are used for course names. Complete citations for course syllabi and other documents with information about counties and schools are not included in the reference list in order to protect anonymity and confidentiality of all participants and their institutions.

in Schools four times. In the spring, 2011 semester, I attended all but one of the class meetings of Reading in Schools and Social Studies Methods. I also had the opportunity to observe one class meeting of Diversity for the Classroom in summer, 2010 and one class meeting of the Internship Seminar in spring, 2011. The following table details which courses I observed, and the number of times I observed each course:

Table 6: Teacher Education Course Observations	
Course Observed	Number of Times Observed
Summer Diversity Course	1 time
Fall Diversity Course	4 times
Fall Materials for Reading Course	5 times
Spring Reading in Schools Course	12 times
Spring Social Studies Course	12 times

I chose to collect data in these courses for two reasons. First, I thought these courses might have greater chances of explicitly addressing aspects of culturally responsive pedagogy and the instruction of ELLs in elementary schools. Secondly, these were the courses that I was able to observe outside of my own professional responsibilities of teaching courses and supervising teacher candidates within the TESOL teacher certification programs at the university. My data collection included detailed field notes, which I took on my laptop, and some artifacts from the course meetings. Within the course meetings, instructors frequently asked students to get into small groups to enact an activity they would do with their students, or to have discussions about the readings. During these occasions, rather than be the lone observer, I joined in their discussions or activities. When students were leading the class activity as “instructional leaders,” they often asked me to join in, leading me to believe that this increased their comfort level with me and my presence in their classes. Participating in discussions gave me a much richer sense of what they were doing and feeling, albeit at the expense of taking more

thorough field notes at times. I present some of this observational data to the extent to which it enhances description of findings in Chapters 5 and 6.

Admission to the Program

According to the admissions handbook for the MCEE program, applicants to the program must submit three letters of recommendation, their prior transcripts, scores from Praxis 1 – an initial examination required to become a certified teacher, a personal statement about their interest in teaching, and their résumés. After submitting their applications, applicants to the program were interviewed between December and March. According to the MCEE director, the key criteria for admission were “an experience working with kids, an ability to articulate what this call to teaching is about and where it comes from, and a 3.0 undergraduate GPA.” Candidates were also required to demonstrate completion of prerequisites, especially in mathematics, which the director stated could be narrowing the applicant pool.

The Mission of the Program

As the mission of the program is succinct, I include it in its entirety here: The MCEE program conceives of teaching as listening and responding to individual students, their context and the curriculum in ways that facilitate student thinking, foster and honor classroom community, and promote understanding of disciplines. Our program aims to develop teachers who can navigate the dilemmas and complexities of teaching and learning and are able to develop and exercise professional judgment and cultural proficiency in the pursuit of furthering student learning. We seek to prepare teachers for successful careers in public schools with culturally, linguistically, or economically diverse school populations.

I was unable to find the program mission on the website for the program, and it was not included in the admissions handbook. The program director’s assistant sent this mission statement to me via email. The mission statement emphasizes attending and responding to individuals, creating community, and working in diverse contexts. That the mission

includes linguistic diversity suggests that the teacher educators would address cultural, linguistic, and economic diversity throughout the program. Asking participants how they believed the mission was enacted throughout the program—specifically about preparing teachers to work in diverse contexts—became a central question in my interviews.

Professional Development Schools: Placing Teacher Candidates

As candidates participated in a yearlong teaching practicum, the context of their internship placements impacted their development throughout the year. The sixteen teacher candidates in the 2010-2011 MCEE program interned in one of three local counties in a state in the Mid-Atlantic U.S.: five in Allen County, three in Marie County, and eight in Michael County. Schools applied to become Professional Development Schools (PDS), and in most cases, once a school was successful in that process, it continued an ongoing relationship with the MCEE. As Susan, the director of the MCEE, mentioned, “it’s a well-grooved process. When you have a brand new school, it’s a little more work.” Gina, the PDS coordinator, said that many of the PDS schools that work with the MCEE have had long-standing relationships with her and the MCEE program as a whole. She explained, “sometimes there are schools that don’t have everything that you need, but because so much of this job is tending relationships, there’s a lot of PR work that has to be done.” She went on to say that she has great relationships with Marie and Michael Counties. Gina also shared that teacher candidates are matched with mentors through a meeting that resembles speed-dating. The professional development coordinators placed between two to five interns at each school in the 2010-2011 academic year. Each teacher candidate was paired with one mentor teacher, although departmentalization of content areas within each grade caused some teacher candidates to have three de facto mentor teachers.

First, I provide a brief overview of each county and then I describe three of the PDS schools in which teacher candidates were placed. Two of the schools I describe, Lake Elementary and Fox Elementary, were the internship placements of focal participants Becca and Rachel, and Robert and Oxiana, respectively. I describe Promise Elementary, at which three teacher candidates interned, as a third example of PDS placements that I had the opportunity to visit in Spring 2011. I include information on the percentage of the population fourteen years old or younger because this is the age that individuals would be in elementary or middle school. As a large proportion of public education is funded at the local level, per capita income and poverty levels impact the quality of education (Fernandez & Rogerson, 1996), thus I include this information in describing each county. The focus of my study is preparing teachers to educate English Language Learners, and the number of people who speak a language other than English at home is necessary data, thus I include it below. Finally, I included demographic information, as the stark contrasts of racial demographics between the three counties seems to support the notion of continued racial segregation in public schools (Chemerinsky, 2005), which is directly connected to larger concepts of social justice education and culturally responsive pedagogy (see, for example, Villegas & Lucas, 2002).

The Counties

Allen County

According to the 2010 census, Allen County had a total population of 863,420, with 19.6 percent of the population aged fourteen or younger (U.S. Census Bureau). 17.9 percent of Allen County's population spoke a language other than English at home. As of 2009, 7.4 percent of the population lived below poverty level, and the per capita income

was \$30,917 (U.S. Census Bureau, 2005-2009 American Community Survey). In 2009, sixty-three percent of the population was African American, twenty-three percent of the population was white, 12.4 percent of the population was Hispanic or Latino, four percent of the population was Asian, and roughly nine percent of the population was American Indian, Hawaiian, of more than two races or of some other race.

Allen County Public School System was the second largest school system in the state and was within the top twenty largest school systems in the United States (Allen County Public Schools at a Glance, 2011)⁷. The Allen County school system served almost 30,000 international students who speak 165 languages, with twelve percent of school students labeled as taking “English for Speakers of Other Languages” (At a Glance, 2011). According to the 2010 Annual Report Card for Allen County, twenty-eight percent of schools within the Allen County Public School System were under a school improvement plan, which means that these fifty-eight schools had not made their Annual Measurable Objectives for two years in a row. While only 14.2 percent of third graders were unable to read at grade level statewide, 19.9 percent of third graders in Allen’s County could not read at grade level, according to state assessment results (State Assessments, 2011). Of the elementary school population in Allen County in 2011, 64.4 percent received Free and Reduced Meals, 18.1 percent were labeled as “Limited English Proficient,” and 43.5 percent received Title 1 funding (Students Receiving Special Services, 2011).

⁷ To preserve anonymity and confidentiality, specific websites and references for such sources from state, county, and school data are not provided.

The following table provides an overview of key information for Allen County:

Table 7: Allen County (total population: 863,420; per capita income: \$30,917)	
Percent of Population under age 14	19.6%
Percent of Population speaking a language other than English at home	17.9%
Percent of Population Living Under the Poverty Level	7.4%
Percent of Population who are African Americans	63%
Percent of Population who are white	23%
Percent of Population who are Latino or Hispanic	12.4%
Percent of Population who are Asian	4%
Percent of Population categorized as “other”	9%
Allen County School System (2 nd largest county in state with almost 30,000 students)	
Percent of the Population who take “English for Speakers of Other Languages”	12%
Percent of Population labeled “Limited English Proficient”	18.1%
Percent of Population Served by Title 1 Funding	43.5%
Percent of Population Receiving Free and Reduced Meals	64.4%
Percent of Third Graders Below Grade Level in Reading	19.9%
Connection with MCEE Five interns in Two Schools— Lake Elementary (Rachel and Becca) and Fox Elementary (Oxiana and Robert)	

Marie County

Marie’s County total population was 971,777 in 2010, with 19.9 percent of the population aged fourteen or younger and 35.8% who speak a language other than English at home (U.S. Census Bureau, 2010 Census). In 2010, 57.5 percent of the population was white, 17.2 percent of the population was African American, 13.9 percent of the population was Asian, seventeen percent of the population was Hispanic or Latino, and roughly eight percent of the population was of another race (U.S. Census Bureau). In 2009, the per capita income was \$46,122, and 5.3 percent of the population was living below the poverty level (U.S. Census Bureau, 2005-2009 American Community Survey).

Marie County Public School System was the largest in its state, and it was within the top twenty largest school systems in the United States (Marie County Public Schools

At A Glance, 2010-2011). Students in Marie County Public Schools spoke 185 languages, and thirteen percent of students in the county participated in English for Speakers of Other Languages. Ten percent of third graders in Marie’s County were unable to read on grade level according to the 2011 state assessment. In 2011, 36.9 percent of the total elementary school population in Marie’s County received free and reduced meals, 22.9 percent received Title 1 benefits, and 22.4 percent were labeled as “Limited English Proficient.”

Following is a table summarizing important information from Marie County:

Table 8: Marie County (total population: 971,777; per capita income: \$46,122)	
Percent of Population under age 14	19.9%
Percent of Population speaking a language other than English at home	35.8%
Percent of Population Living Under the Poverty Level	5.3%
Percent of Population who are African Americans	17.2%
Percent of Population who are white	57.5%
Percent of Population who are Latino or Hispanic	17%
Percent of Population who are Asian	13.9%
Percent of Population who are categorized as “other race”	8%
Marie County School System (largest county in state with almost 30,000 students)	
Percent of the Population who take “English for Speakers of Other Languages”	13%
Percent of Population labeled “Limited English Proficient”	22.4%
Percent of Population Served by Title 1 Funding	22.9%
Percent of Population Receiving Free and Reduced Meals	36.9%
Percent of Third Graders Below Grade Level in Reading	10%
Connection with MCEE	
Three interns at one school—Promise Elementary	

Michael County

The total population in Michael County was 287,085 in 2010, with twenty-one percent of that population aged fourteen or younger (U.S. Census Bureau, 2010 Census). Sixty-five percent of the population was white, 19.2 African American, sixteen percent Asian, 5.8 percent Hispanic or Latino, and roughly 3.5 percent were of some other race

(2010 Census). 19.2 percent of the population spoke a language other than English at home in 2009 (U.S. Census Bureau, 2005-2009 American Community Survey). The per capita income at that time was \$44,120, with four percent of the population living below the poverty level (2005-2009 American Community Survey).

7.8 percent of third graders in Michael County were unable to read on grade level in 2010. Of all the elementary school population in Michael County in 2011, 19.2 percent received free and reduced meals, 6.8 percent were labeled as “Limited English Proficient,” and 5.7 percent received Title 1 funding benefits (Students Receiving Special Services, 2011). The following table provides information regarding Michael County:

Table 9: Michael County (total population: 287,085; per capita income: \$44,120)	
Percent of Population under age 14	21%
Percent of Population speaking a language other than English at home	19.2%
Percent of Population Living Under the Poverty Level	4%
Percent of Population who are African Americans	19.2%
Percent of Population who are white	65%
Percent of Population who are Latino or Hispanic	5.8%
Percent of Population who are Asian	16%
Percent of Population who are categorized as “other race”	3.5%
Allen County School System (2 nd largest county in state with almost 30,000 students)	
Percent of Population labeled “Limited English Proficient”	6.8%
Percent of Population Served by Title 1 Funding	5.7%
Percent of Population Receiving Free and Reduced Meals	19.2%
Percent of Third Graders Below Grade Level in Reading	7.8%
Connection with MCEE Eight Interns at two schools	

The Schools

Lake Elementary

Lake Elementary was a Title 1 school in Allen County that served students in Pre-Kindergarten to sixth grades. Focal participants Rachel and Becca interned at this school. According to their 2010-2012 School Improvement Executive Summary, most students

came from two apartment complexes in the neighborhood. According to Becca, the street with the apartment complexes where most of the students lived had more than a fifty percent mobility rate, which demonstrates the student population is quite transient. Second through sixth grades were departmentalized with 90-minute reading blocks and 75-minute mathematics blocks daily for third graders. Eighty-one percent of the total school population of 470 was African American, seventeen percent Hispanic, and two percent Asian. Eighty-seven percent of the student population received free and reduced meals. In the 2009-2010 school year, the boundaries changed, causing an increase of students labeled “Limited English Proficient” to seventeen percent and a dramatic growth of Hispanic students, from three percent of the population in spring 2010 to seventeen percent of the total population in fall 2010 (Lake Elementary School Improvement Plan Executive Summary, 2010-2012).

According to the school’s 2010 Performance Report, all students met Annual Yearly Progress goals, but 26.4 percent of third graders cannot read at grade level. Lake Elementary was not one of the fifty-eight schools in Allen County that needed a school improvement plan.

When driving to Lake Elementary, I passed several large apartment buildings and parked in a small but often overflowing parking lot. The foyer of the school was bright thanks to large windows, and the hallways were mostly bare, save a few motivational posters and students’ projects. The school website had information about policies and norms, a message from the principal, and grade-level links, some of which had “helpful hints” and others that lead to blank web pages. The banner at the bottom of the school website says, “Cultivating Character, Pursuing Purpose, Defining Destiny!”

Fox Elementary

Fox Elementary was also a Title 1 school in Allen County with grades Pre-Kindergarten through six. Robert and Oxiana interned at this school. About half of the students walked to school from the local single-homes neighborhood, and the other half rode busses to school. The school population is 315 students, broken down into the following racial demographics: eleven percent Hispanic, eighty-four percent African American, twelve percent as labeled “Limited English Proficient,” and sixteen percent Special Education (Fox Elementary School Improvement Plan Executive Summary 2010-2012, 2010). 15.2 percent of third graders at Fox Elementary could not read at grade level. Fox Elementary was not one of the schools with a mandatory “school improvement” plan. The classrooms walls were full of student work and posters with key concepts.

In every visit to the school, I noticed bulletin boards with statistics on the number of students passing standardized tests, with language that seemed more appropriate or directed toward teachers than students. In the weeks prior to the mandatory state assessments, decorations in the hallways reminded me of Halloween or military decorations. Robert clarified that these decorations were meant to boost motivation for the test preparation boot camp. The classrooms walls were full of student work and posters with key concepts. The school website had a welcome back letter from the principal and grade-level pages, which provide information on homework policies or daily schedules. Some web links on the website lead to blank pages, but every web page has a banner that said, “We can’t hide that [mascot] pride.”

Promise Elementary

Promise Elementary was an arts-integration school in Marie County. Of the total student population of 667 students, 491 were white, seventy-one were Hispanic/Latino, forty-three were Black/African American, thirty-three were Asian, and twenty-eight were of two or more races (state report card website, 2011). Five percent of students were labeled “Limited English Proficient,” 6.7 percent received free and reduced meals, and no students received Title I funding. Only six percent of third graders could not read at grade level.

I visited this school when I observed the internship seminar that all teacher candidates took as part of their teaching internship credits. For every class meeting, they met at a different school, which enabled them to see different school settings and understand that different schools had varying norms and unique school cultures. While Pledge and Vow Elementary schools had a sign on the doors for visitors to show their identification cards to staff in the main office upon entry, the door to Promise Elementary required me to press a button to request entrance to the building. According to the school website, Promise Elementary had partnerships with multiple organizations, which provided professional development for teachers, gave students opportunities to go to the opera, and invited artists-in-residence to the school.

The Participants

Although certain aspects of the program seem to remain constant over the years, the individuals involved change the dynamic of the program and the interactions around teaching and learning that take place in the MCEE program. I have described key aspects of the program—the mission statement, the course structure, and the internship placements—and I now turn to the individuals who brought these structures to life in

their own ways. First, I describe the teacher educators with whom I interacted in my case study, and then I describe the teacher candidates in this cohort.

Teacher Educators

Numerous individuals have important roles in making this program function effectively for teacher candidates each year, from the associate dean who prepares materials for the 5-year NCATE review, to the staff who ensure rooms are available for classes. Rather than providing details to all of these individuals who added value to the program in the 2010-2011 year, I focus here on the eight teacher educators whom I interviewed or observed in this project. I purposely selected participants for this sample of teacher educators in order to gain insights into teacher educators who had multiple roles across the coursework and internship processes and who had diverse areas of expertise. More specifically, I interviewed three professors of teacher education courses, the director of the MCEE and other master's with certification programs, the coordinator of elementary internships in the undergraduate and master's programs, the Professional Development Schools coordinator and supervisor for the MCEE, the former chair of the College of Education, and a mentor teacher.

Susan, the director of the Master's programs, always seemed energetic, efficient, business-like, and organized. She "inherited" the "current course delivery." When she came to the program five years prior to the 2010-2011 school year, she taught both of the diversity courses, the action research courses, the internship seminar, and the final course of teaching as a profession. As her role shifted to the director of all of the master's with certification programs in the College of Education, she has continued to teach the action research course for the secondary program, but, as she puts it, "I could go from June until May and there would be some elementary students I wouldn't see." Her responsibilities

in the MCEE program included “program operations, larger programmatic events,” inducting students into the program, and making sure they are “in line to graduate.” Susan was a high school English teacher who had a lot of experience working in urban settings with students who were culturally diverse and had diverse skills and needs, but she did not have a great deal of experience working with linguistically diverse students. While Susan had “expertise in describing and framing the needs of cultural minority students who are first language English speakers,” and earned her doctorate with research interests in closing the achievement gap, she professed that when it comes to understanding teaching English learners, “I’m so far from expert, it’s not even funny.” Susan is a white native-English speaker.

Gina, the Professional Development Schools coordinator for all of the elementary education programs at the university, seemed very calm overall and very enthusiastic about supervision, mentorship, and all aspects of student-teaching internships. Gina said that her role as lead coordinator was to “make sure all the information from the university is reaching all of our interns and all of our internship sites and maintaining the relationship between the university and Marie and Michael County.” Gina also co-taught the final teaching profession course in June 2011. Gina shared that although another coordinator worked with Allen County, that coordinator did not work directly with the MCEE program. Before coming to the university, Gina worked in a nearby county for twenty-three years as an elementary school teacher, resource teacher, and administrator. Before leaving the county to work as a supervisor and coordinator with the MCEE program in 2001, she described her experiences of working with ELLs in schools as minimal, as at that time, “it was still more of the exception to have ELLs students in your

school or classroom than it was the rule.” Gina described her experiences as having an ESOL teacher coming to school to pull children out one day a week, and she believed that services for ELLs have improved drastically due to the increased population of ELLs since that time. She said that she was “running as fast as I can to try to figure out what that experience is...and try to continue learning on my own, but as far as experience, I just have my ancient history to offer them.” Gina is a white native-English speaker.

Kasey was the field coordinator for the MCEE program, who worked with the mentors at the Professional Development Schools, taught the internship seminar, and lead the other supervisors in the MCEE. In the 2010-2011 school year, Kasey also supervised five of the sixteen teacher candidates in the program. Robert, one of my focal teacher candidates in this case study, described her as “so lovely,” and he said, “she completely put my mind at ease and reassured me.” When Kasey visited interns, she tried to transcribe what the students and teacher candidate were doing and then ask the candidate questions to encourage them to self-evaluate their teaching in the lesson. In the internship seminar Kasey taught for the cohort, she asked them to read articles on various approaches, such as direct instruction, cooperative learning, inquiry-based teaching, and others, and then videotape themselves using each method. Kasey’s motivation for structuring the internship this way was due to the overwhelming use of direct instruction among the interns, and the influence of mandatory curricula materials emphasizing direct instruction. Before working with the MCEE, Kasey worked as an elementary classroom teacher for eight years in a nearby city. Her students were ninety percent African American, native-English speakers, and the school received funding from Title I. Kasey is a white, native-English speaker.

Melissa was the mentor teacher I interviewed for this case study. I did not want to be overly intrusive with schools in which I was observing, nor did I want to add any pressure for the teacher candidates with whom I worked by asking them if I could talk extensively with their mentors. I did interview one mentor teacher in the program: Melissa, Rachel's mentor teacher for the second grade classroom at Pledge Elementary. When we talked, Melissa had been teaching for four years, all of which were at Pledge Elementary. Most of her experience was with second graders, although she also had experience with the upper grades. The 2010-2011 school year was the first year Melissa had English language learners in her class. One of the courses in her undergraduate teacher certification program had a segment on teaching ELLs, and she attended some mandatory half-day professional development meetings on teaching ELLs in Allen County. Melissa informed me that in the second grade class that Rachel was working with primarily, there were only one or two English language learners, and most of the ELLs were in the other class. In Pledge Elementary, they tried to put most of the English learners in one class and most of the students with special education needs into another class, "so when they do get pulled, they can get pulled as a group at the same time." When I asked Melissa what she valued about mentoring, she said, "the ability to help them not to make some of the same mistakes I made...you don't need to spend your whole life planning one lesson...and helping somebody to, you know, be better." Melissa said that she was trying to make science classes more inquiry based, as part of a larger initiative in the county, but that in the lower elementary grades, they mostly used direct instruction. Melissa is a black native-English speaker.

Kent is the associate dean for the College of Education in the 2010-2011 school year. In recent prior years, Kent was the department chair, during which time he focused on improving the MCEE and increasing recruitment to the program. As the associate dean, he does not have a direct connection with the MCEE program, but several teacher educators recommended I talk with him to learn more about how the program developed over the past several years. When I asked him what his role was with the MCEE as Chair, he responded, "I had oversight for all facets of it. I was ultimately responsible for everything from recruitment, staffing, curriculum change, and revisions." Kent said that he created funds for a group of teacher educators to reorganize the diversity courses and build in an explicit emphasis on working with English language learners in 2005 or 2006. Unfortunately, although he was successful in developing the structure of a yearlong internship and enhancing the action research course, he "was disappointed" that he "did not see much actually accomplished with the revision of the diversity courses." Prior to his work at this college of education, he was Chair of Teacher Education at another university and served in various roles in organizations related to teacher education, having started his career in education as an English teacher in secondary schools. Kent is a white, native-English speaking male.

Eve, a tenure-track professor, was the instructor of the methods of teaching mathematics course, who told me that although the syllabus was passed on to her, she made significant changes to it when she took the responsibility of teaching the class. Eve entered the field of education through a teaching position for mathematics in an international secondary school in Jakarta. After teaching students who spoke eighteen different languages there, she moved on to teach at another international private school in

South Korea, with students mostly of Korean descent. She told me that the Korean school enforced a policy that forbade students to speak Korean, which helped her realize that language “has to be considered when you’re talking about teaching young children.” Eve described her research and teaching interests as being focused on “issues of equity, and supporting teachers, to think about how to promote equitable interactions in the classroom, and how that’s tied up in the teaching and learning of mathematics.” When teaching the mathematics methods course, she included discussions of larger sociocultural contexts, including emphasis on assessments in school culture and issues of language and culture, among others. Eve is a Korean-American native-English speaker.

Henry, a tenure-track professor, taught the second diversity course (Studying Diversity in Schools), which I had the opportunity to observe four times in fall 2010. He informed me that a team of professors developed the diversity course syllabi, but that each professor could make slight modifications. The two-course series was intended to emphasize the theoretical side of preparing teachers by guiding them in attaining the knowledge and dispositions related to diversity in the first summer in which teacher candidates participate in the program; while the second diversity course, which he taught, was supposed to emphasize the skills of teaching for equity. Henry said that a doctoral student who has taught in local K-12 contexts should teach the course instead of him, as he did not have experience teaching in K-12 schools in this state. Henry entered the field of education by serving as a teacher’s assistant in elementary school in his home state. He later went on to work with youth through a foster care program in another state before earning his doctorate in curriculum and culture. Although he did not have experience teaching ELLs in the K-12 contexts, he emphasized his experience of teaching at the

university level for ten years, during which time he has had many linguistically diverse students in his classes. His research focused on issues of equity within education. Henry is a black native-English speaker.

Tania, a tenured professor, taught the two reading courses that I was able to observe and participate in—Materials for Readers, and Reading in Schools. Although Tania does not have K-12 teaching experience, she served as a secondary school counselor in schools with primarily African American students and few ELLs. Tania's research focused on promoting social justice and equity within reading education, and she learned more about teaching ELLs through collaboration with colleagues on a book design project and through personal conversations with friends who are parents of ELLs in K-12 contexts. Like Eve and Henry, Tania adopted the course syllabi, but she was able to make it her own by adding extra readings and activities. The objectives of Materials for Readers, offered in the fall, were for students to examine strategies to motivate students to read, explore texts and technology to engage students in reading, choose appropriate reading materials and use various strategies to teach reading. The spring course of the two-part series had the goals of increasing candidates' knowledge of instructional techniques for reading, approaches to teaching phonics, choices of texts that are culturally responsive, ways of assessing students, and self-reflection. A large focus of most class meetings was enacting and discussing new strategies for engaging learners in reading.

Another teacher educator with whom I worked closely was Elizabeth, the instructor of the social studies methods course. Although we did not have a formal interview, I attended most of her class sessions in the spring semester. Elizabeth was a

clinical professor of social studies education, who taught middle school social studies for several years prior to teaching classes and supervising in teacher education programs at the university level. The goals of the social studies methods course she taught were to increase candidates' appreciation of "the rich content and pedagogical possibilities" in social studies, their abilities to respond to student thinking in their teaching practices, and enhance "the ability to create and teach social studies lessons that are worthy of your efforts and the efforts of your students" (Social Studies Methods syllabus, 2011).

Elizabeth really wanted to make candidates excited about key themes—history, geography, politics, economics—within social studies and encourage them to fit social studies into their teaching in ways that are exciting and engaging for their students.

Teacher Candidates

I worked closely with four of the sixteen teacher candidates in the cohort, through multiple interviews and observations of their teaching, and I conducted a focus group interview with five additional candidates in the program. I was also fortunate enough to have conversations with all of the teacher candidates vis-à-vis my participation in their class discussions in the four focal classes. In June 2011, in their last course meeting of their program, I asked all of the candidates to complete a survey, which included questions about their backgrounds, their dispositions, and their reflections on how the program prepared them to teach in general, and how the program prepared them to teach linguistically diverse students. This survey data provides a very basic overview of the demographics of the cohort members.

Of the sixteen candidates, fourteen were female, fifteen self-identified as white or Caucasian, all sixteen spoke English as their first language, and two spoke a language other than English fluently. Four of the candidates began the MCEE directly after

completing their undergraduate degree, and the others had worked full-time in a wide range of jobs, such as a dolphin trainer, marketing specialist, bartender, and student affairs administrator. Most candidates were in their mid-twenties, several were around the age of thirty, and one candidate was in her forties or fifties. The candidates had a wide range of undergraduate degrees: two from education, three from psychology or family science, seven from the social science realm (e.g. psychology), three from business, and one from biology. Twelve of the candidates chose “duration of the program” as the main reason for joining the MCEE (over the options of personal connections, cost, and mission/scope of the program). Half of the candidates wrote that they decided to teach because they’ve been told they’d be good teachers (over the options of someone in my family teaches; I didn’t like my job, but my favorite part of that job was training others; other). After completing the MCEE, twelve of the candidates wanted to teach in the tri-state area of the location of the MCEE, two wanted to teach abroad, one wanted to teach in another state, and one wanted to work outside the teaching profession. Next, I provide a richer description of the four focal candidates in my case study.

Focal Candidates

The four teacher candidates I grew to know better through multiple interviews and observations of their teaching were Becca, Rachel, Robert, and Oxiana. My first interview with each of them was in November, 2011, and our subsequent meetings varied depending on what time and day worked best with their teaching schedules and workload. I interviewed Becca, Rachel, and Oxiana four times each and observed them three times each, but due to extra stress Robert had with his internship placement, we were able to have only three formal interviews with two observations of his teaching.

Becca was the teacher candidate who had the most ELLs in her placement out of all the candidates in the program. Because half of the students in her third grade class of twenty-two students were ELLs, she showed particular concern and interest in improving her abilities and knowledge about how to educate them effectively. Becca is a white, native-English speaker, and she grew up locally and attended school in Marie County. Although she had taken Spanish classes since the fourth grade, she said that she “still can barely speak it.” Her own elementary school had a very diverse population, and many of her friends were Hispanic, which prompted her initial interest in studying Spanish. Her family moved to a wealthier, predominantly white area in Marie County when she was in middle school. Becca graduated with a bachelor’s degree in art history two years prior to joining the MCEE, and she spent that time nannying and trying to find other jobs. She did not know what she wanted to do, and she said, “my mom’s a teacher and my sister’s in school to be a teacher, like, so, I figured that I might as well do it too...everyone’s always told me that I should be one, so I finally did.” She was determined to find a teaching job in Marie County, where she and her parents were living while she was enrolled in the MCEE. Becca’s internship placement was in the third grade of Lake Elementary.

Rachel also interned at Lake Elementary, and she was placed with a second grade class. Because the teachers were departmentalized and students were tracked, Becca’s homeroom class had the majority of the ESOL students for third grade, and Rachel’s homeroom class happened to have the majority of students with special needs in the second grade class. Rachel’s class had two bilingual students out of the total of eighteen students. Rachel also grew up locally, and she went to public and private schools in Allen County. Rachel said that the public schools she attended had a student population that

was predominantly African American and the private school population was “the other way around, there was a lot of white kids,” but in both cases, she was usually the only one who was from “you know, the Indian subcontinent...I guess, other.” Rachel’s parents were born in Bangladesh, and she grew up speaking English and Bengali, although she referred to English as her main language. She earned her bachelor’s degree in family science at the same university as the MCEE. Rachel was unsure what she wanted to do with the degree, but she enjoyed tutoring and working at her mother’s daycare center. She got a job at an informational technology company temporarily, and then she was unemployed for a while. She heard about the MCEE through family and friends, and she applied in late January 2010 without applying to other programs or doing much research on the MCEE. The idea of being able to teach and getting her master’s degree after thirteen months was very appealing for her. Rachel’s post-MCEE goal was to teach abroad, and she was very interested in the “Teach and Learn in Korea” program, because it would give her the opportunity to go abroad with a short-term (six-month) commitment.

Robert and Oxiana, the other two focal candidates, interned at Fox Elementary, with Robert interning with the second grade and Oxiana interning with the third and fourth grades. Robert was the only candidate to respond to my initial email searching for participants in October 2010. When I asked him to describe himself, we both laughed, and he said, “I guess I’m getting more and more neurotic” due to the demands of the MCEE. (To be fair, after this initial interview, I revised that question with the other candidates, to focus on their cultural and linguistic backgrounds.) Robert grew up locally and attended public schools in Marie County until the tenth grade, at which point he

transitioned into a secular private school. He completed his undergraduate program in history at another campus of the university offering the MCEE, and he applied to two master's in education programs: the MCEE and one at another nearby university. After graduating with his history degree, Robert worked in a collections agency for three years. He said, "I wasn't liking where my career was going, if it was going anywhere," but that he "liked training new hires." He liked that the MCEE did not require GRE scores, but when he realized a requirement was experience working with children, he decided to volunteer to teach at his parents' synagogue. His enjoyment of teaching young children at the synagogue led him to redirect his ambition from striving to be a secondary social studies teacher to becoming an elementary teacher. Robert grew up in "a very large Jewish area," so most of the kids he went to school with were Jewish and white, a stark contrast to Fox Elementary, in which most students are African American. His goals upon completion of the program were to keep living in the area and to obtain a teaching position in a local elementary school.

Oxiana, like Becca, Rachel, and Robert, grew up locally and the schools she attended were very diverse. Oxiana, who is a white, Jewish woman in her twenties, went to another state to obtain her bachelor's degree, which was in sociology and history. During her studies, she studied Spanish and spent time living with a host family and studying in Chile, and she considers herself proficient in Spanish. After completing her undergraduate work, she worked with a local after-school program for high school students. Most of the teenagers in the after-school program were immigrants or children of immigrants, and a lot of their work together focused on community leadership and cultural activities. She joined the MCEE because she had known she wanted to teach for

a while and she wanted to get the degree and begin her career quickly. She chose elementary despite having worked with teenagers for three years. Although she loved working with the teenagers in the after-school program, she told me she realized that they hated school, and she did not feel that she would be able to single-handedly change the secondary school system. Instead, she wanted to work in an elementary setting, as she had enjoyed her experiences teaching younger children in the past. Of the roughly twenty-five students in her class, which combined third and fourth graders, three were ELLs. Oxiana's goal was to work with diverse populations who may need ESOL services, but she wanted "to work more holistically," rather than being a teacher who focused on teaching Spanish or serving as an ESOL teacher who can be "seen as more of like instructional assistant as opposed to teacher." When she searched for master's degree programs, she hoped to find a program that would certify her in bilingual education, but she could not find any local bilingual certification programs. Her post-MCEE goal was to teach full-time in a local, bilingual elementary school, if possible.

The purpose of this chapter was to establish the context and participants of this case study. In the next chapter, I report findings from my case study in three major sections—how teacher candidates learned about educating ELLs, teacher educators' perspectives on helping candidates learn about supporting ELLs in their instruction, and participants' suggestions of how the program could improve.

CHAPTER 5: FINDINGS

In this chapter, I report findings from my case study of how prospective elementary teachers learned about educating culturally and linguistically diverse learners within the MCEE. I introduce the chapter by describing candidates' self-reported statements about how important learning to educate ELLs was to them. Then, I provide a brief overview of how and when the cohort learned about ELLs, which stemmed primarily from their survey responses, with some supporting interview data. Next, I provide a chronological description of how and when the four focal candidates—Robert, Oxiana, Rachel, and Becca—learned about supporting ELLs during their MCEE experiences. After reporting on and synthesizing key findings from teacher candidates' learning, I describe teacher educators' perspectives, with foci on the actions teacher educators took in preparing candidates to educate ELLs, and the challenges they identified in doing so. I synthesize findings from teacher educators to highlight key challenges in preparing candidates to educate ELLs. Finally, I describe suggestions that all participants had for improving the way the MCEE guides candidates in learning about educating culturally and linguistically diverse students.

Candidates' Learning about Educating English Language Learners

Value Placed on Learning to Educate ELLs

Establishing the value candidates placed on the pursuit of how to best teach ELLs provides additional context to understanding their learning process. Teacher candidates thought both learning about how to teach ELLs effectively in the MCEE and accommodating for ELLs in their own teaching were of great value. According to the survey I asked the cohort of sixteen teacher candidates to complete on the last day of their

program, fourteen responded it was extremely important for them to learn about teaching ELLs in elementary schools (over the options of somewhat important, not very important, or I don't care). In the open-ended follow-up question that asked for an explanation of their response, nine candidates referred to the growing number of ELLs in the local school populations and three candidates wrote that meeting the needs of all of their students was important. When I talked with candidates, several told me that they wanted to be prepared to educate all of their future students, some of whom they expected to be learning English as an additional language. Three of the four candidates who participated in the additional focus group interview in April also said that they thought learning to teach ELLs was important due to the increasing linguistic diversity in schools in the state in which I conducted this study. Nine out of the sixteen candidates disagreed with the statement that the academic progress of bilingual students was the sole responsibility of the ESOL teacher. Candidates' responses to the question of how important learning about teaching ELLs was and whether the responsibility of ELLs' academic progress was the responsibility of the ESOL teacher demonstrate that the majority of teacher candidates view educating culturally and linguistically diverse learners as their responsibility as grade-level teachers in elementary schools. Teacher candidates desired to learn about educating ELLs, which shows they were motivated and they viewed this pursuit as significant. In the next section, I describe the findings of what, how and when teacher candidates learned about educating ELLs in the MCEE program.

Opportunities for Learning about Educating ELLs in the MCEE

In this section, I report on what teacher candidates learned about educating ELLs as well as the contexts for their learning. Self-reported data from candidates stems from one-on-one interviews, focus group interviews, and written survey responses. More

specifically, I interviewed each of the four focal candidates three to four times each, conducted one final focus group interview with these focal candidates in June, a focus group interview with four additional candidates in April, and asked the entire cohort to complete two surveys—one in September and one in June. I describe findings from survey data to provide an overview of all candidates' written responses and then I report findings from each of the four focal candidates in this case study.

In the survey, teacher candidates were asked to write about “a specific time you learned a lot about teaching English language learners over the past thirteen months.” Three referred to working with students who were ELLs and one mentioned observing the ESOL teacher at their internship site. Three teacher candidates wrote that they learned about teaching ELLs in their first diversity class in the summer, and one of these specifically mentioned a group presentation about teaching ELLs in that class. Four of the teacher candidates wrote that they learned about teaching ELLs in other classes, including Tania's reading courses, Eve's mathematics methods course, and Henry's diversity course. Finally, one teacher candidate wrote about a teaching video she watched from the Marie County website, and three of the teacher candidates wrote that they either did not remember a time they learned about ELLs or they did not learn much about teaching ELLs. These survey responses were similar to the discussions I had with teacher candidates during our interviews, as candidates talked about both their internship and specific courses as helping them to have “a-ha” moments about teaching ELLs. Before reporting on when and how the four focal teacher candidates said they learned about teaching ELLs, I briefly revisit the initial surveys and interviews to provide a starting point for teacher candidates' learning about ELLs during their MCEE program.

The majority of teacher candidates did not come into the MCEE with great expectations of learning about teaching ELLs. In the initial survey I gave to candidates in September, most candidates wrote that they did not know much about teaching ELLs. They wrote three main reasons for having low expectations about how much they would learn about teaching ELLs: many did not have ELLs in their internship classes, the MCEE was a very short program with intense and multiple goals, and they were primarily interested in being certified elementary teachers rather than certified ESOL teachers. In my initial conversations with the four focal teacher candidates in November, candidates also confirmed that they did not have high expectations of learning about teaching ELLs. Oxiana even said, “The fact that we’ve even been discussing it has sort of exceeded my expectations.” Alternatively, when I asked Robert how the program had prepared him to work with ELLs at that point, he responded, “Below average...It’s not talked about by the mentor teachers at all...So you know, it’s kinda been lackluster at the school and this hodge-podge of discussions and articles have been in various coursework, and that’s really been it. What we’ve talked about in the course is every now and then.” Becca’s opinion on how the MCEE prepared candidates to work with ELLs was, “not super great, but at the same time...it’s not very easy...there needs to be a lot of intentional study on how to better teach ELL students. At least a couple of years.”

Survey data on candidates’ responses regarding the import of learning about educating ELLs, their expectations of what they would learn about educating ELLs in the MCEE, and times they learned about educating ELLs in the MCEE provides initial but shallow insights into how teacher candidates learned about educating ELLs during the MCEE. To garner richer and more in-depth understandings of how candidates learned

about educating ELLs, I had extended conversations and interactions with four teacher candidates throughout their experiences in the MCEE. Observing them teach two to three lessons each, and subsequently interviewing them three to four times each provided deeper insights into what, when, and how teacher candidates learned about educating ELLs. In the next section, I report findings on how the four focal candidates in this case study learned about educating ELLs, which stems primarily from our multiple interviews throughout the last eight months of their MCEE program. After describing findings from each teacher candidate in chronological order, I report supplementary findings from focus group interviews, and ultimately synthesize the most significant themes from across candidates' learning experiences, before shifting into findings from teacher educators' perspectives.

Robert

In early November, Robert explained that his professors in the summer reading course and the mathematics methods course mentioned ELLs, but he said, "at the end of every day, I can only pour so much into my brain." He did not remember a lot about what they had discussed about teaching ELLs in the coursework because "there's so little attention" given to it. One concrete lesson he had learned regarding the education of ELLs is that "when a student has an understanding of how their language works, the transition in English can become better, because they have an understanding of how language works, thus they can apply their prior knowledge to English and the process of learning English can be easier, faster." While he learned this idea from a group presentation he presented in Henry's diversity course, he understood the way students' first language skills affect their academic progress through an assignment from Eve's mathematics course. The assignment, he told me, was to analyze a student thinking

mathematically during a task. He gave a native-Spanish speaking student who was learning English a word problem written in both English and Spanish. When she was unable to do the word problem in Spanish, he said he “came to the conclusion that...nobody taught her how to do a word problem. She can’t do a word problem in English, because she can’t read English that well, and then nobody taught her how to do a word problem in Spanish, so that she doesn’t know how to do a word problem. Period.” He also said that in the mathematics methods course, they read articles with the messages that “math isn’t a universal language” and that there are different ways of teaching and learning mathematics. When I asked Robert how his mentor was preparing him to educate ELLs, he responded, “I don’t think that they are teaching me about ELLs there. They’re really treating the ELL students as if they were students who just have a very low proficiency in reading.”

Two other prominent themes in that first discussion with Robert were how overwhelmed he was with the testing culture at his internship school and his confusion in the second diversity course that fall. He shared that the leaders and teachers at the school were very “proud of their test scores,” because they had improved a great deal within the prior five years. He shared, “at the school I’m at now, the tests are a very, very big deal. This school is Title I and they can use all the money they can get. And I think the school uses the test scores to show itself off.” He also told me that he and the other teachers had spent the majority of the day reviewing test questions in order to align their instruction with the words in the test questions from the prior year. Regarding the diversity courses, Robert said that he “did learn a lot” in the first diversity courses, even though he entered it thinking, “I don’t need to be told to have tolerance for people.” However, he shared, “in

the second diversity class, I really don't know what's going on. I really feel it's been very fragmented and disjointed." He went on to say that he does not see a need for the second diversity class, and he said, "I wish I was learning how to teach diverse learners." One of the last things Robert said in that first interview was, "I didn't realize that teaching was such an overwhelming profession. There's just so much that a teacher deals with on a day to day basis, and I know that that's just going to come with experience...I think it'll take a couple years just to get settled."

Robert and I had our second interview in mid-February. During this interview, I asked Robert to tell me about a time when he had learned about teaching ELLs. He talked about student participation and academic achievement in his class. He thought that with direct instruction, "they *should* get it, because I modeled it for them, they did it together, and then they did it on their own." When learners were unable to respond to his questions, he said, "it kinda tripped me up." Robert took their lack of response as an impetus to reflect on his own instructional choices. He realized that he needed to incorporate more opportunities for students to interact and engage with each other around the content, and that he needed to simplify his language. When I asked him about how he learned about teaching ELLs over the winter months, he responded, "I've learned you have to pre-meditate your language. You have to be very sure that the questions you're asking them, they can have a response to...I learned you really have to be very concrete in your language. Very exact. Very precise, so that they can digest it before they can respond to you...Since then, it really has been about language for me, and how to be mindful of what their capabilities are." Robert said that he did not have one specific "a-ha" moment in grasping the importance of gauging his language, but that he gradually

understood when he would talk to students “and they’d be like huh? What?” on multiple occasions in his teaching.

When I asked him about how he made instructional decisions in the reading lesson I observed prior to our conversation, he said, “This school uses Toolkit. Toolkit is all direct instruction, so that’s why I was up there trying to do pretty much direct instruction. So that’s how I teach reading, it’s all about direct instruction, because that’s how they do it at this school.” He described that when students did not seem to understand, he reduced his objectives in the lesson and extended the modeling and “we do” portion of the “I do, we do, you do” lesson structure. He said, “with my morning class, it’s really come to the point where it’s like, alright, I know what these students are capable of. I really have to teach them on a basic level.” For example, he told me that instead of asking them to focus on the main idea of a story and three text features, he decided, “I didn’t include the main idea, because I knew that would throw them off. I only did one text feature...rather than three.” He informed me that the Toolkit curriculum “is designed for high-stakes testing,” and that students will revisit most skills when they move on to third grade. He referred to his extra scaffolding as “training wheels” with a “step-by-step instructional process.” During our conversation, Robert reflected that in his desire to provide students with the modeling they need, he spent “way too long” and that the students “need to be engaged more” through more frequent opportunities for interaction.

To gain insight into how his mentor and the other teachers work with ELLs in the school, I asked Robert what he and his mentor would do if new ELLs came to their class. Without hesitation, he responded, “The first thing we do is test them—DRA test,” and

that he is trying to learn how to adapt to learners with varying language proficiencies. He noticed that his native-Spanish speakers do not read Spanish, which he described as similar to the native English speakers who were still developing literacy skills. “So I’m trying to find a form of instruction that can differentiate between them. But we don’t. This class has immersion... They’re in the same groups with kids with English as a first language,” he said. Robert continued, “Besides that they get pulled out by the ESOL teacher, I don’t see any differentiation. In one or two classrooms, I’ve seen Spanish words placed below, but like I said, my kids don’t read Spanish, so doing that would be useless.” At that point, he had neither collaborated with nor observed the ESOL teacher in the school, and he said, “I don’t think there is any collaboration,” between his mentor and the ESOL teacher. Robert stated that having students who were learning English as an additional language did not help him learn to adapt his instruction to support them in meeting linguistic demands in his lessons. Regarding his learning about supporting students learning English as an additional language, he said, “I don’t think I am at all at this point, because like I said, that class is so low anyway, that I feel like I’m bringing it down to a basic level, but I don’t think I’m really accommodating them as ELLs in any way. I’ve never seen it modeled by a teacher.”

In regards to what he had learned about teaching ELLs in his coursework, he said that he appreciated Tania’s class, “because she gives us articles that have practical information in it.” Robert said that the activities in Tania’s class were the most useful to him, because “we do the activities and we get to see them hands on.” Robert shared, “I haven’t really been able to apply much of the strategies I’ve learned from the articles to this school, because it’s so set in their ways about how they want to teach reading

instruction.” He mentioned the value of the mathematical thinking assignment he did for Eve’s methods course and reiterated that the “second diversity class was superfluous. I didn’t think it was necessary at all.”

Because Robert was overwhelmed with a temporary shift in his internship (from one grade level to another) and other stresses in balancing the multiple demands of the program, we had three interviews instead of four. Our final interview was in April, at which point, Robert shared that coming into school was hard for him. He told me, “This whole stress thing is causing me to rethink this. I mean even just yesterday, I applied for a job with the federal government.” He repeated what a friend said to him when he vented about his stress at school, “you’re like a little white Jewish kid from an upper-middle class area of Maryland, and you come here, and it’s just a totally, it’s not the world you’re used to. And it’s not. I’m not used to this type of world.” Because Robert seemed exhausted and his voice was becoming elevated, I tried to refocus the discussion specifically on what he learned about teaching ELLs. He simply said, “I don’t really think I’ve learned much about teaching ELLs.” He reflected on his students who were scheduled to repeat the second grade, identifying reasons for the school system failing to guide them successfully through the academic year. He said, “One’s an ELL. One doesn’t try. Because he didn’t try, he didn’t pick up the skills. And the other one, she doesn’t want to try...I really do believe that teachers only count for a certain percentage of the motivation.” We concluded our final interview by revisiting the mission statement of the MCEE to evaluate how well the program had achieved its mission. Robert said that he “learned a great deal” about how to assess individual students’ strengths and abilities, and

that he learned “a little bit of cultural proficiency, maybe more than I give it credit for,” but that “I don’t feel like I’ve been prepared at all to teach ELL students.”

Robert’s last statement dismissed what he did learn about teaching ELLs. He learned a considerable amount in various contexts in the program. Given the situated learning framework that I have adopted in conducting this study, I describe the contexts for candidates’ learning rather than identifying clear causal relationships between what they learned and why they learned what they did.

I also identified each event and major idea he learned as knowledge, skills, or dispositions that either perpetuated inequitable education practices for ELLs or showed promise in improving schooling practices for students learning English as an additional language. If what he learned was antithetical to the knowledge, skills, and dispositions I outlined as teachers needing in my conceptual framework (see Table 1 in Chapter 2), I labeled it as perpetuating inequitable practice. If it aligned with the knowledge, skills, and dispositions scholars have identified as helping teachers to educate ELLs (see Table 1), I labeled it as promising. Because I approach this study with a sociocultural perspective of teaching and learning, I recognize that while candidates’ knowledge, skills, and dispositions seemed to predominantly perpetuate inequitable teaching or show promise toward equitable practice in these instances in their MCEE experiences, each teacher candidates’ practice can and will shift in different contexts. In some cases, I was able to identify candidates’ practice as either promising or perpetuating within their MCEE program, and I explain my rationale in the table, but in other instances, candidates’ practices were too ambiguous and I identified these examples as either promising or perpetuating. For instance, when Robert modeled his expectations more for students, he

helped them, but in some cases, reducing the amount of content could water down the curriculum to overly reduce the cognitive demand placed on students. Whether this idea Robert learned would be promising in making education more equitable for ELLs or perpetuating inequities would depend on more specific contexts and participants.

What he learned and the context of his learning is summarized in the following table:

Table 10: Robert's Experiences Learning to Educate ELLs		
Events that Influenced What Robert Learned and the Context of These Events	What Robert Learned	Do the knowledge, skills, or dispositions he learned perpetuate inequitable instruction for ELLs or lead to promising improvements in instruction for ELLs?
Robert presented a reading in the fall diversity course along with three of his classmates (on November 1, 2010) <i>-coursework</i>	Skills in a students' first language can transfer to their abilities to read in their second language.	Promising knowledge – Robert increased his awareness that students' first language is a resource.
Robert analyzed a student's mathematical thinking vis-à-vis a word problem in English and Spanish in order to complete an assignment for Eve's mathematics methods course (fall 2010). <i>-internship + coursework</i>	Native-Spanish speaking students in his class were unfamiliar with literacy and/or numeracy skills in this format of instructional word problems, which affects students' learning and his approach to teaching in his class.	Promising knowledge – Robert gained awareness that each student learning English as an additional language has unique linguistic and educational background experiences.
When teaching, Robert noticed that his students did not seem to understand him, and conversations with his mentor helped him to reconsider the way he spoke in class. <i>-internship</i>	Robert needed to reflect, gauge, and modify his language in class to ensure students could comprehend what he was saying and respond to his questions.	Promising skill – Robert reconsidered his language use to provide challenging yet comprehensible input.
From observing his students, Robert realized that many of them were overwhelmed. <i>-internship</i>	His students needed a great deal of teacher modeling as well as reduced content in each lesson.	Promising and/or perpetuating skills – Robert tried to make his input more

		comprehensible for students, but he needed to continue considering how to challenge students as well.
In his observations of his mentor and other teachers, Robert did not see teachers working with the ESOL teachers or accommodating for ELLs in their own lessons. -internship	Teachers in Fox Elementary neither differentiated instruction for ELLs nor collaborated with the ESOL teacher.	Perpetuating disposition – Robert did not learn to value communication and collaboration with the ESOL teacher to help students achieve.
Robert saw that all the bulletin boards focused on test scores, the teachers aligned their language with last year’s test, and every student in the school signed a contract with the principal promising to improve their test scores. -internship	Increasing student test scores was the primary objective of the principal and teachers at the school.	Perpetuating and promising skills – While the emphasis on testing has the possibility of getting teachers to consider new ways of connecting students’ needs with standards-based curriculum, it often detracts from assessing students in multiple ways, providing opportunities for interaction, and reducing students’ anxiety.
Robert read about, discussed, and practiced practical strategies in Tania’s reading classes. -coursework	There are many practical strategies teachers can employ to help students learn to read and read to learn, but teachers in Fox Elementary must use the Toolkit curriculum and direct instruction primarily.	Promising skills – In Tania’s course, Robert learned strategies that enhance reading comprehension through interaction with peers in ways that bridge students’ prior knowledge with the curriculum.
Teachers in Fox Elementary were required to follow a scripted toolkit curriculum when teaching reading and language arts. -internship	Teachers, including Robert, must make instructional decisions based on the mandatory curriculum.	Perpetuating skills – Unfortunately, Robert did not seem to question the curriculum or engage students in questioning

		the curriculum.
In his mathematics methods course with Eve, Robert discussed readings about students who are learning both mathematics and language proficiency. -coursework	Mathematics is not a universal language, and cultural and linguistic backgrounds cause ways of teaching and learning mathematics to differ.	Promising knowledge –Robert recognized that language and culture mediate classroom expectations.
Robert did not see other teachers accommodate for ELLs, he observed that the ELLs in his class were at similar reading levels as their native-English-speaking peers, and he felt overwhelmed with the many aspects of learning how to teach. -internship	Accommodating instruction for ELLs is important, but unnecessary (as demonstrated by his lack of action).	Perpetuating disposition – Robert did not take the time to collaborate with the ESOL teacher or do extra work to edit the curriculum to support students in overcoming linguistic demands.

Findings from my work with Robert are significant for four reasons. First, Robert did learn about educating ELLs despite his statement to the contrary. Second, he worked to discover important information about individual students' backgrounds, which is a key aspect of the MCEE mission. Third, he learned that what teachers at Fox Elementary value—improving test scores and using prescribed tools to help them achieve this goal—limited him in employing the strategies he learned about in the MCEE courses, specifically his reading courses with Tania. Fourth, he learned that teachers at Fox Elementary did not do extra work to support ELLs in meeting the additional language demands and making academic progress.

Before discussing how these findings connect to the literature or lead to implications for future practice and research, I will report on findings from other teacher candidates in the study. Because Oxiana interned in a classroom across the hall from Robert's in Fox Elementary, I describe findings about what she learned about teaching ELLs in the next section.

Oxiana

When Oxiana and I had our initial interview in November, she explained to me that she had a personal interest in sociology, education, language learning and teaching, and cross-cultural experiences. Because of her prior interests and experiences, she told me, “I feel like I know more of the theoretical stuff, or have more experience with that, than the actual instructional practices” of teaching ELLs in elementary schools. She especially wondered about how she and other teachers could support learners who needed more intense ESOL support than being pulled out once a week, because she noticed that one of her students was “getting left behind.” At that point in her experiences in the MCEE, she had learned an important lesson about educating ELLs as a prospective elementary teacher. She shared,

The program has shown me that I think that I need to do more than I thought maybe as a classroom teacher, just as any regular classroom teacher, to address the needs of ELLs, because I guess before I was kind of like, well, you probably only do that if you’re an ESOL teacher or a bilingual ed teacher or something like that. And I think in my experiences in school, and with the students I worked with in the past, they had a lot more ESOL support, whereas in my school now, they really don’t. So if they’re going to get it from someone, it’s going to be the teacher. I guess that I just realized that any regular old classroom teacher also needs to be prepared and understand how to address the needs of ELLs, which I kind of didn’t think about before.

Oxiana realized supporting ELLs was every teacher’s responsibility partially because she had spoken with the ESOL teacher at Fox Elementary and realized that she only came to the school two to three days per week. At the end of the interview, Oxiana reiterated her desire to learn about “practical, hands-on” strategies rather than theories behind language teaching and learning.

Toward the end of February, I observed Oxiana teach a class and interviewed her afterwards. When I asked her how she accommodated for ELLs in the lesson, she

responded, “I don’t so much.” She explained that the majority of her students were below grade level in reading proficiency, and that aside from one ELL—the girl who was being left behind—the other ELLs were on par with the rest of the class. She further explained, “ideally I think when I’m a more experienced teacher and sort of know what I’m doing a little more, hopefully I would be able to accommodate better, but I feel like right now I’m feeling overwhelmed enough that to accommodate for one student whose needs are so different from the rest is like, not that I wouldn’t do it or not that I think it’s, you know, negligible, but unfortunately, I haven’t been giving that probably as much attention as I should.” Oxiana said that she did use the “ELL strategies” in the teachers’ guides to help all of her students, not just the students who were learning English as an additional language.

I asked Oxiana about how the girl who she described as “being left behind” had progressed since our conversation in November. Prior to Oxiana’s internship, the student had been retained one year in school, and although she had been at the school for at least a year, her English proficiency had not progressed much. Oxiana expressed that she thought the girl did not participate orally or write much because she was uncomfortable in class. By February, Oxiana noticed that she volunteered to answer questions, read aloud, and helped other students in class more often. Realizing that the student progressed after staying in the same reading group over an extended period, as opposed to switching reading groups frequently, helped Oxiana learn the importance of decreasing students’ stress. Oxiana attributed the student’s progress to her increased comfort in the classroom, which stemmed in part from the consistent group of peers in her reading group and Oxiana’s use of the girl’s first language (Spanish) in their one-on-one

interactions. Having this student in her classroom also helped her adjust her assumption that only ESOL or bilingual teachers support students learning English as an additional language. Oxiana primarily attributed the student's lack of participation in fall to her feeling uncomfortable in her classroom environment. Oxiana described her observation of the student's progress as a major "a-ha" moment she had in learning about educating ELLs. Observing the student helped her understand the importance of making students comfortable, thus reducing their affective filter and enabling them to participate more.

Oxiana informed me that her mentor teacher did not do any extra work to support ELLs in her classroom, and added, "she even said that." Oxiana continued to describe how her mentor educates ELLs: "She's never done anything evident to me and has expressed to me that she doesn't know what to do with ELLs. And she was like, well, I'm even an ELL myself, and don't know how to help them. So she had asked the ESOL teacher if she could ever come into the room to help, and she couldn't, because the ESOL teacher is only there three days a week. So yea, she has never done or mentioned to me anything that she does to accommodate for ELLs." Oxiana said that not only does her mentor teacher "never" collaborate with the ESOL teacher, but that "no one collaborates with the ESOL teacher." Oxiana took the initiative to observe the ESOL teacher at her school teach one lesson, but she said that she did not think the ESOL teacher was very effective in the lesson she observed. On the day she observed the ESOL teacher, she noticed that the ESOL pullout group lesson focused on poetry to coincide with the third grade class's discussion of poetry, but the ESOL teacher used different terms than the third grade teacher, which Oxiana thought would confuse students. The ESOL teacher's use of terms that differed from those that the classroom teacher used suggests that the

classroom teachers and the ESOL teacher did not co-plan or co-teach in a detailed way. Although she “felt critical of some of her practices,” Oxiana said, “it was helpful to see what the students are doing in ESOL.”

Oxiana told me that the instructors for the reading and diversity courses in the prior summer had briefly talked about the instruction of ELLs, but she said, “it’s really hard to remember talking about it, because honestly, none of the classes had that as a huge focus, so it’s hard to remember, oh, did we do one day of it in this class? So I’m not sure.” Oxiana could not remember any specific discussions, activities, or assignments from the MCEE coursework that had helped her learn about teaching ELLs, except for one reading that Eve, the mathematics methods professor asked them to read. Oxiana said, “it was a reading, actually, thinking about ELLs not as having a deficit, but you know, as having more to bring to the table, and how they have different skills they can tap into when learning math, and we had to write a reflection on that. I really liked that, because it helped me think about not just what am I going to do, but how can we utilize what these students have that’s different from what our other students have in order to help them learn.”

In our third interview at the beginning of April, Oxiana shared that she had not learned much about teaching ELLs in the time between our interviews, nor could she identify “any one source” from which she learned a great deal about teaching ELLs during her MCEE experience. In our first interview in November, Oxiana had expressed the import of placing candidates in internship schools in which ELLs are present. She had said, “the reality of this area is that there are a lot of English language learners, so it’s kind of weird to me that the schools that we’re in don’t really reflect that.” Because she

emphasized the value of placing teacher candidates in schools with ELLs, I asked her how much having three students who were learning English as an additional language helped her learn about supporting them in elementary classrooms as opposed to being in a class with only native English speakers. She said, “Not very much. Even though I have English language learners in certain classes, their ability level in terms of English language is at or above the other students, I think. And then one student is so far behind...and I haven’t had that much time to really be able to focus on learning how to teach her, because her needs are so different from the rest of the students I think.” On the other hand, when I asked Oxiana how well the MCEE achieved its mission, she said that because the majority of the students have a different cultural background than her own, and her classmates were not in culturally and linguistically diverse schools, “it’s maybe meeting its goals better for me than I think it is for the majority of the MCEE students.”

While Oxiana believed interning at a school with culturally and linguistically diverse students was a valuable part of her preparation, she claimed that she did not learn much about effectively educating ELLs despite having interned there, thus I pushed her to explain why she did not learn much about educating ELLs. Oxiana laughed and explained, “I think that’s also partially because there aren’t that many. And I think also the school, like since we only have an ESOL teacher here a couple times a week, it also has to do with, I think in general, the school doesn’t really in my mind, they don’t talk a lot about addressing the needs of English learners. So it’s not very apparent that there’s, it’s not discussed, like how we differentiate for them or anything like that. So I think that’s part of it, too.”

In our final one-on-one interview in early May, Oxiana told me that she did not accommodate her instruction on fractions for the ELL in her class, except that she “tried to let her use the strips a little bit longer.” While she still reported that she did not learn much about teaching ELLs in her internship placement, she appreciated the practices of “small group methods,” which were prevalent in Fox Elementary. Typically, the lessons consisted of approximately forty-five minutes of direct instruction led by the teacher, followed by forty-five minutes of small group instruction, in which a class of twenty-two students would split into three groups, which would then rotate between the mentor, the intern, and the para-educator for fifteen minutes each. As Oxiana and I hurriedly cut out materials for her next lesson, we concluded the interview by discussing whose responsibility it was for teacher candidates to learn about educating ELLs. Oxiana said, “I mean it’s partially our own responsibility as master’s students... We’re the only ones that can you know, take ownership of that, but I do think that the program, as a program that’s certifying teachers, does have a responsibility to try and teach us about teaching ELLs...in this area, there are so many ELLs, and if they’re preparing us to be teachers in this state, then I think they should think about preparing us to teach ELLs.”

Oxiana’s final comments about responsibility reflect her own pursuit of learning about educating ELLs in her MCEE experiences, because she not only met the standards and expectations of the MCEE but also tried to learn about teaching ELLs through her experiences at Fox Elementary. In the following table, I analyze Oxiana’s experiences in the MCEE and identify how she described what she learned and how she worked with students as either showing promise toward equitable teaching or perpetuating inequitable teaching practices. Oxiana’s practices, like Robert’s, may shift in new contexts, but I

analyze her practice to highlight what affordances the MCEE gave her in learning about educating ELLs. What Oxiana told me she learned is summarized in the following table:

Table 11: Oxiana's Experiences Learning to Educate ELLs		
Description of Event Identified as Learning Opportunity	What Oxiana Learned	Do the knowledge, skills, or dispositions she learned perpetuate inequitable instruction for ELLs or lead to promising improvements in instruction for ELLs?
Oxiana realized that the ESOL teacher at Fox Elementary only came to the school two-three days each week, and that ELLs received much less support from the ESOL specialist than she had expected. <i>-internship</i>	Grade-level teachers, not only ESOL teachers or specialists, must help address ELLs' needs and support them in gaining academic and language proficiency.	Promising disposition – Oxiana recognized that she needed to serve as an agent of change for linguistically diverse students and organize instruction in ways that build on their first and second languages.
In her internship, Oxiana found that teachers' manuals had suggestions for supporting ELLs, which she frequently incorporated into her lessons to help all of her students. <i>-internship</i>	Strategies for supporting ELLs are helpful for all of her students, because (a) the ELLs are at the same level as the native-English-speaking students, and (b) most of the students in her class are below grade level in reading.	Promising and/or perpetuating skill – Oxiana used the resources available to provide challenging yet comprehensible input for the ELLs in her class, but increasing differentiation based on students' linguistic backgrounds and other factors could enhance each student's ability to connect with the curriculum.
Oxiana observed one of her students in her internship, who was particularly far below grade level, become more vocal in reading aloud, asking and answering questions, and helping peers when she was in a consistent reading group in Oxiana's	Working with familiar peers and using the first language can help ELLs feel more comfortable in class, which in turn increases their participation and academic progress.	Promising skill – Oxiana realized that reducing anxiety and creating a safe, comfortable environment enhanced students' opportunities to learn.

class. -internship		
Through observing and talking with teachers at her internship site, Oxiana realized that teachers do not know how to support ELLs and that the ESOL teacher is unavailable for in-depth collaboration with grade-level teachers. -internship	Teachers in the school do not do any extra work to support ELLs in achieving academically and gaining language proficiency, either through their own instruction or collaboration with the ESOL teacher.	Perpetuating or promising disposition – Oxiana saw that no teachers in the school showed willingness to collaborate with the ESOL teachers, but Oxiana did reach out to observe the ESOL teacher one time during her internship.
Oxiana referred to a reading and reflection paper she completed for Eve’s mathematics methods course in fall 2010. -coursework	ELLs bring unique resources to their learning and to the classroom community, which teachers can tap into to support the learning of all students.	Promising disposition – Oxiana valued the cultural and linguistic resources that students brought from home.
Oxiana observed the ESOL teacher at her school and found the different terms used to describe abstract concepts in poetry differed from the terms in the grade-level classroom, which confused her. -internship	ESOL pull-out lessons potentially make students more confused rather than supporting what they learn in their grade-level classrooms.	Perpetuating disposition – Oxiana observed the ESOL teacher once only, but during this observation, she noted the lack of collaboration between the ESOL and grade-level teacher and that the ESOL teacher seemed to confuse the students rather than support them.
Oxiana encouraged the ELL in her class to use the strips longer than the other students to help her understand mathematical processes. -internship	Letting ELLs use manipulative strips can help support them when learning multiplication, division, and fractions in their mathematics class.	Promising skill – Oxiana connected students’ needs with the standards-based curriculum.
In her internship, Oxiana observed other teachers and practiced working with students in small groups. -internship	Small group instructional methods, which she can use in her future teaching, helped her help students engage with the content.	Promising skill – Oxiana observed teachers provide students with multiple opportunities for interaction, and she incorporated these strategies into her own teaching.

Similar to Robert, most of what Oxiana learned about educating ELLs occurred in the context of the internship rather than the teacher education coursework. As Robert and Oxiana interned in classrooms across the hall from one another, they both noted that teachers did not take action to support ELLs. Neither Robert nor Oxiana did much to accommodate instruction for the ELLs in their classes, and both reasoned that when most students are below grade level and the ELLs are on the same level as the native-English speakers, providing non-linguistic support such as pictures helps *all* students. Another important finding from my work with Oxiana was that simply having culturally and linguistically diverse students in one's internship placement is not enough to help candidates learn about effectively educating them. Instead, according to Oxiana, having a large number of ELLs in the school, or at least a significant number of ELLs in a class (more than three out of twenty-two students, as in Oxiana's class) would have helped her learn about supporting them, as would teachers who value, discuss, and model ways of supporting ELLs in grade-level classrooms. Next, I report findings from Rachel, who interned at Lake Elementary along with Becca.

Rachel

Rachel and I first talked in late November, the same day I had my initial interviews with Oxiana and Becca. When I asked Rachel what her questions or concerns were regarding educating ELLs, she said, "I would like to hopefully have someone in the class with me, or someone to work with me to help me understand or how to like address the students...I would like to build a connection with my students, and not let that language barrier kind of just make the gap even wider." She worried, "as a teacher, I think that would just be something that'd be really hard to tackle, especially, you know, you don't really have a lot of training working with kids who don't speak English, you

know, what are you really supposed to do?” She said that she had read some articles pertaining to ELLs in her coursework, but “while I’m reading the articles, it’s not really like a first-hand experience of it.” At Lake Elementary, students were tracked, which caused the majority of the ELLs in each grade to be placed in one of the three classes and the majority of students with Individual Education Programs (IEPs) to be placed in another class. Rachel explained that she was working primarily with the class with students who had IEPs, and she worked less closely with the second grade class that had eight ELLs. Thus, while Rachel was learning about supporting students with special needs, she had not learned about supporting ELLs during her internship. In that first interview, Rachel told me that she did not know what the ESOL teacher did during pull-out classes, and she was “working on” observing the ESOL teacher work with some students.

In our second interview at the end of January, Rachel talked at length about Rex, one of the two ELLs in her class. That morning, Rachel had participated in a parent-teacher conference with Rex’s mother, which occurred because her mentor was concerned that Rex was not progressing academically. Rachel described Rex as a bright native-Spanish-speaking boy who had an IEP, although I did not ask what type of disability he had. Rex, Rachel said, “will not do his work. And I feel like this is kind of a learning experience for me, because I would just automatically associate that with, oh, he just doesn’t understand what’s on the paper, so that’s why he’s not doing the work. He just took a science test, and he only got one question wrong. Most of it was reading, so clearly, he understands what’s there.” Rachel explained that in trying to understand his lack of work in class, “I figured that I shouldn’t just attribute that to the fact that English

is not his first language, because that was my initial thought.” Rachel explained that talking with his mom gave her more insight into his experiences. Rachel told me that his mother could not read or understand his homework and that Rex understood more of the English that his teachers spoke to him than the Spanish that his mother spoke to him. Rachel informed me that when she had observed him struggling to read a book in Spanish earlier that year, she reconsidered her assumption that he was fluent in Spanish.

Ultimately, Rachel said, “it’s not the fact that he doesn’t get it, it’s the fact that he’s not willing to do the work...I think it’s just easy to make that assumption when working with ELLs, when they’re not doing their work, you attribute it to something that you think you understand. When with another student, who might be struggling or doing the same thing, you say, you’re just lazy. But you give the ELL student kind of a free ticket. Like oh, he doesn’t get it. It’s not really his fault.” She went on to say that observing the students’ habits and skills, talking with other teachers, and talking with his mother helped her see “the whole picture” rather than assuming “he doesn’t get it because he can’t read it.”

Rachel praised her mentor for being adaptable with their transient student population. She informed me that “if we were working with ELL students...I think we would come up with a plan to work with those students and see if they needed to see the ESOL teacher, or see if they’re able to work along or with another students’ help.” Then, she revisited her understanding that Rex was not doing his work because “he’s just lazy,” and she admitted that “since he’s not very vocal, and he doesn’t do a lot of his work, we don’t know.” Although she said that hypothetically, she and her mentor would come up with a plan to work with new ELLs, she also explained that she and her mentor do not

know what to do or how to work with Rex. She went on to say, “since we don’t really have that many ELLs, we don’t really modify the work or anything like that, and rarely do we translate anything, because we don’t have the means...Just because the parent doesn’t understand what’s going on, the student should understand, because homework is just a reinforcement of what they learned during the day.” Despite Rachel’s clarity in explaining how she and her mentor could help ELLs hypothetically, she told me that they neither knew how to help Rex, their current student, nor did they take any actions to support him with linguistic demands during their instruction.

In that interview, Rachel identified several readings, activities, and assignments from her teacher education courses in the MCEE that helped her learn about educating ELLs. In Tania’s reading course, she had read an article that informed her that providing authentic opportunities for ELLs to use their background knowledge helped them to learn new information and that fluency in the first language can help a person learn a second language. Some activities in Tania’s class also helped her learn that cognates can help learners navigate their language learning and that choosing multicultural literature that avoids stereotypes can support ELLs as they learn to read and read to learn. Rachel referred to “the diversity paper” assignment from Henry’s diversity class as being especially helpful in her learning. The topic of her paper was working with students with learning disabilities, but she said, “I feel like what I wrote about could also apply to ELLs, because you’re working with students who are not really, you know, there’s something there that’s blocking you from teaching them, or something that’s a barrier.” Specifically, Rachel said that writing the diversity paper helped her learn that “collaboration with specialists and trying to communicate with parents” could help

students and that “it helped me understand how important it is for all the parts to work well together.” Rachel described an activity called “sixers” that Eve led in their mathematics methods course as well. Eve led them in counting using a base of six instead of a base of ten, which Rachel said “was so confusing.” This sixers activity helped Rachel empathize with learners who try to understand counting “when it’s completely unfamiliar to them,” and she said, “it really helped me see how it could be from their perspective, rather than mine, when I already know about it, and I kind of just expect them to be able to understand from what I’m telling them.”

My third interview with Rachel was in mid-March. After I observed Rachel teach mathematics in a different classroom than when I had previously observed her teaching science, I was unsure whether the group of students was the same. I asked her if any of the students were ELLs in the class, and she said, “Rex, that little Spanish boy in the front of the room. I don’t know if you saw him. I don’t know if he gets pulled for ESOL though.” Despite having learned so much about Rex, which she shared with me in January, she was unsure of whether or not he was pulled for ESOL instruction after having interned in his classroom for seven months. She double-checked with one of her mentor teachers, “Rex is ELL, right?” to which the mentor responded “yes.” Rachel told me that she did not accommodate for ELLs in the lesson I observed, “because for fractions, it’s kinda new to me, so I’m kinda like, what can I do?” When I asked Rachel how working with ELLs in her internship had helped her build skills for educating ELLs, she said, “I don’t really make changes in my plans, but I mean in a lot of our textbooks, teachers’ guides and all that stuff, they have areas, like ways to reach your ELL student, so sometimes I’ll look at that. But usually I don’t. I really haven’t made accommodations

in my lesson plans.” Rachel said that she did not accommodate because only two bilingual students were in her class, one of whom gets accommodations based on his IEP.

When I asked Rachel more about how she had learned about educating ELLs in the MCEE until that point, she said, “in our classes, we haven’t really talked about it, besides you, I think, presented SIOP model,” and she openly shared, “I really don’t know what I would do in that situation where the student knows so little English. I would really rely on specialists’ help at that point.” Like Oxiana, Rachel believed that being in a school with culturally and linguistically diverse learners helped her to learn about educating them and that the MCEE achieved its mission in her case more so than her peers who were in schools with a less diverse population. I asked Rachel what she learned from being placed in an internship site with culturally and linguistically diverse students that she would not have learned at a school with a less diverse population. She explained, “So I mean, at a school like this you have to be very aggressive, just with your approach in the way that you speak to students, and discipline is very strongly emphasized, and you know, being respectful. But at another school, you might not have to put forth as much effort to get the kids to do what you want to do.”

In our final one-on-one interview in early May, Rachel pointed out the “discrepancy” between Lake Elementary, “a Title I school, and you know these are the kids who really need the extra push and the resources and they’re not getting it,” and Promise Elementary, where “it’s amazing” and there is “funding they get from the Kennedy Center.” Rachel said that some of her students “really strive to be their best, and others who kinda fall into the same pattern that maybe their parents fell under, and you’re just hoping to give them a life that’s different where they’ll have privileges...by just

making the child feel valued.” Rachel said that her mentor always emphasized making the students feel valued by using words such as “scholars” when talking with them. Rachel reported that children’s home situations “has a huge impact... You can tell the students who get a lot of help from home.” While she thought that it was her responsibility to learn about educating ELLs, she said, “at the beginning of the process, I wouldn’t have had any idea of what to do,” and she said that the MCEE had some responsibility for helping them learn to educate ELLs as well. In our discussion of the lesson I observed her teach, she said that she did not accommodate her instruction to support ELLs in her class.

Rachel learned about educating ELLs from her MCEE courses and her internship. What she learned and the contexts for her learning, as she described in our discussions, are summarized in the following table:

Table 12: Rachel’s Experiences Learning to Educate ELLs		
Events that Influenced What Rachel Learned and the Context of These Events	What Rachel learned	Do the knowledge, skills, or dispositions she learned perpetuate inequitable instruction for ELLs or lead to promising improvements in instruction for ELLs?
Rachel referred to how helpful one of the bilingual teacher’s aides was in translating for parents when needed, and that she and her mentor did not know what to do to support Rex. <i>-internship</i>	Supporting ELLs in grade-level classes is really difficult without having learned how to modify instruction to help guide them and without knowing their first language.	Perpetuating disposition – Rachel seemed to let her lack of self-efficacy impede her efforts to connect students’ needs to the curriculum or becoming an agent of change.
Rachel observed Rex with a book in Spanish, and realized he could not read it, and she said that he understood English from the teachers	Each student brings unique linguistic and cultural resources to the classroom. While some ELLs have academic literacy and	Promising knowledge – Rachel recognized that every student – even those who are labeled as having similar first

more than he understood Spanish from his mother. -internship	numeracy skills in their L1, other students bring unique linguistic fluencies to the classroom.	languages – brings unique linguistic and cultural resources to school.
Rachel talked with Rex’s mom and other teachers and observed Rex’s work over time, which helped her conclude that her assumption that he was not working because he did not understand was overly simple. -internship	Exploring multiple facets of a student’s academic progress—work habits, personality, etc.—is important. You can’t give an ELL a “free ticket” because he can’t read until you put the whole picture together. In her student’s case, she said, “it’s not the fact that he doesn’t get it, it’s the fact that he’s not willing to do the work.”	Promising skill but perpetuating disposition – Rachel was interested in students’ backgrounds to connect their needs with the curriculum, but she did not hold high expectations for the student or connect Rex’s needs with the standards-based curriculum.
Rachel read about and discussed these topics related to students’ native language abilities in Tania’s reading courses. -coursework	Knowledge of L1, including language skills or cognates, helps students who are learning English as an additional language.	Promising knowledge – Rachel recognized that students’ prior linguistic and cultural knowledge are resources that can help them learn in her class.
Rachel attributed this lesson to her work on her paper on students with learning disabilities, which she wrote in Henry’s diversity class. -coursework	Collaboration with specialist and parents is important to helping students with special needs and students who are learning English as an additional language.	Promising disposition – Rachel recognized that willingness to collaborate with the ESOL specialist can help her improve her instruction.
Through the “sixers” activity in Eve’s class, Rachel experienced learning how to count in a completely new way. -coursework	Learning new ways of thinking about mathematics that differ from one’s prior experiences is extremely difficult, and teachers need to consider students’ prior knowledge and cultural background when planning instruction.	Promising knowledge and skills – Rachel recognized that language and culture mediate classroom expectations and that she needed to connect students’ needs with the standards-based curriculum.
In her internship, Rachel observed and talked with her mentor and told me that they did not know how to work	Developing a plan to work with new ELLs is important, but enacting a plan with students in class is difficult.	Perpetuating disposition – Rachel did not demonstrate the willingness to

with Rex, but that if new students came, they would try a new plan. -internship		collaborate with the ESOL teacher or connect students' needs with the standards-based curriculum.
Rachel said in her internship placement, she learned that "discipline is strongly emphasized," presumably by the teachers at the school. -internship	With culturally and linguistically diverse students from low socio-economic backgrounds, teachers need to be aggressive.	Perpetuating disposition – By emphasizing aggressive discipline, Rachel may increase students' anxiety and view the cultural practices and discourses they bring from home as problematic rather than valuable.
In the internship seminar, the candidates had the opportunity to visit one another's schools, and Rachel observed the discrepancy between her school and her colleague's internship site. -coursework + internship	Elementary school students in different areas have different opportunities, which is partially based on resources schools can afford.	Promising knowledge – Rachel gained awareness that resources are unfairly distributed between different counties, which may lead her to become an agent of change.
Rachel observed her mentor's practice of calling her students "scholars." -internship	Showing students they are valued can help them achieve academically.	Promising skill and disposition – Rachel recognized that valuing students' strengths can help them grow.

Another important finding from Rachel's description of her experiences in the MCEE is that she did not know whether or not Rex was getting ESOL support until the end of the year, and she did not make accommodations for the two ELLs in her class. Additionally, Rachel viewed students who are learning English as an additional language as having a "barrier" to their learning, similar to the "barrier" that students with special needs have. Rachel's experience is significant, because it shows how much time it can take for a teacher candidate to learn about a student. Rachel seemed to break through several assumptions throughout her experience with Rex, but she remained unsure of how to take

action to support him. She still seemed to waiver with the idea of giving ELLs a “free ticket” in her class, and hoped that if she were to have ELLs in her class as a new teacher, that she could lean on specialists and support staff to help her work with linguistically diverse students. Becca also interned at Lake Elementary with Rachel, and I describe findings from Becca’s experiences in the next section.

Becca

When I asked the cohort of teacher candidates to complete the initial survey in September, Becca was especially interested in learning about educating ELLs. In our initial interview, she told me that Lake Elementary was in a “really low-income area,” and that she was noticing, “the cultural differences,” which she said were “really vast!” She further explained, “I’m taught that the behavior issues we have a lot, it doesn’t mean that they’re not smart. It doesn’t mean that they’re not working hard. It’s just...different. They don’t sit and listen to you, like they’re always playing around and stuff like that. I’ve learned to see, like, that sitting and looking at the teacher the whole time doesn’t always mean...It doesn’t mean the kid’s not smart if they’re not paying attention, like, not getting it all the time.” In this same interview, Becca specifically told me about her interactions with one native-Spanish speaker in her class. She told me, “The little boy Luis speaks, like, absolutely no English...it’s getting really frustrating for me...He doesn’t understand almost anything. Or at least he *pretends* he doesn’t understand. Like, he’ll always be like, ‘No understand,’ or something like that, but then he’ll be talking with kids all the time, or he’ll defend himself, so it’s just like—It’s really getting to me.”

She explained that she was unsure of how much or in what ways to use Spanish to support his learning. She gave the example of the headings that students are required to write at the top of their papers in class, saying, “I swear I really think he’s acting like he

doesn't understand what heading means. He might not know. He might just know how to write his name, so I finally explained it to him." That month, she tried a new technique of explaining the procedural language of writing a heading on his paper in his first language, and then asked him to repeat it back to her. She realized that both using Spanish and checking his comprehension of the task was an effective way to communicate clearly. She emphasized, "I don't know what I'm supposed to be doing really with him." Becca also told me that she was thinking of doing her action research project on "increasing the parental involvement with the Latino parents, because the Spanish population increased the last school year, I think from 3% to 13%...the school's not really equipped for it."

When I asked her how the MCEE had prepared her to work with ELLs in late November, she responded, "mostly my internship placement, because I have so many ELLs. If I didn't have ELLs, I don't think that I would've done anything with them." She illustrated this point by adding that she decided to write her diversity paper in Henry's class on the relationship between Hispanic and African American students and that she chose the option of talking with the ESOL teacher for an assignment in Eve's mathematics methods course. She concluded, "But if I didn't have these kids, then I don't think that I would've really learned anything...They track the kids, and I have the ESOL class." In responding to how the MCEE could help her to work with English learners, she said, "I don't know. I think at this point, like learning about ELL is kind of more self-driven than what a class could teach me, just because I've decided to do this for my equity paper and hopefully to do this as my action research." At the end of this interview, Becca confided that her relationship with her mentors was strained, because she was "pulled at two ends" between Kasey, the supervisor, and her mentors. While Kasey was

expecting her to “have a more cooperative classroom and have it be working together with the students, mutually respectful,” she said, “with my mentor teacher, it’s a very us-them relationship, like you listen to me because I’m in charge. They yell a lot, they embarrass students a lot, all this stuff.”

In our second interview, Becca told me that in the lesson I observed, she was video-recording herself to fulfill an assignment of teaching with a direct instruction framework for her internship seminar. She informed me that direct instruction was “pretty standard” and “the model” for instruction in Lake Elementary. Before I had asked about the ways she accommodated for ELLs in her lesson, she told me, “one of the reasons I wanted you to come see this one is because I made sure I did a lot of visuals to help the ELL students. I was hoping it would help Luis, but he’s at the point where I don’t think he pays attention at all, because he just is so far gone. Like, doesn’t understand anything. I don’t think he even pays attention to the fact that I have a picture of the tree and natural resource, you know?” Becca’s lesson focused on the topic of nonrenewable and renewable resources, and an example of the picture she showed was a tomato plant with the words “renewable resource” underneath it. She told me that she “kinda got stuck” with language at two times in the lesson. During the lesson, she asked students, “What do you think natural means?” When reflecting during our interview, Becca said, “I now realize how hard it is for a kid to define something like that, so I kinda had to stray away from that.” In her lesson, she next asked the students what words they saw in the word “renewable” and a student responded, “new.” With me, she pondered, “how does ‘new’ fit in there really? It’s more just the ‘renew’.” Another student had responded, “able.” Becca reflected, “that really doesn’t work with what renewable is, or I

couldn't think of a way to, so I just went on to tell them kind of what renewable is.”

Becca informed me that there were nine native-Spanish speakers in the class, and she brought their first language into the classroom by encouraging them to translate for each other and by bringing in books in Spanish for their classroom library. I asked her if she considered translating some words in her instruction, and she said, “I can probably help with translating” to help make Luis and other students more engaged.

At this time in the school year, she was still unsure of Luis's language proficiency and how she could work with Luis. She described her interactions with him: “it's frustrating because he is so helpless all the time. He just looks at you and shakes his head. He doesn't try to speak...he doesn't even say, 'I don't understand.' Some of it I understand that he won't know, but some of it, I'm pretty sure he does, and he doesn't really care that much. Or not that he doesn't care, but he uses his language barrier to not do work.” Although Becca said, “that might sound bad,” her reasoning is understandable, given that she once told her peers in Tania's reading course, “That's my mentor's philosophy—Just stay on top of them. They're so helpless.” Becca told me that Luis was always “causing trouble,” but that his behavior had improved since she had given him a children's novel to read in Spanish. She said, “I'll just tell him to read his book, so he doesn't bother anybody else, and at least he's doing something.” She also gave him a bilingual picture dictionary to use, but said that he had not used it yet. She said that she had not modeled for him how to use it, and she asked me for suggestions about how the picture dictionary could help him learn. Together, we looked through the dictionary, which was organized according to categories such as “Africa” or “plants.” We discussed how some of the pictures of plants could reinforce the concept of renewable resources

and if she looked at the dictionary prior to a lesson, she could use certain pages to support him and other ELLs. We identified a few pages of the dictionary that she could use in the following day's lesson on the topic of communities.

Becca said that the hour-long presentation I gave on the SIOP model in Tania's reading course was "the main thing" she could remember from how her coursework helped her to learn about educating ELLs. Readings about immigrants learning in U.S. schools, which were assigned in Henry's diversity course, also helped her gain insights into teaching ELLs, with the caveat that actually having ELLs in her class made her tune into these readings more acutely than she would have if her class did not have so many linguistically diverse students. The activities they did every week in Tania's class, such as "a cocktail party...writing down key words from the readings, and making a graph on the wall with sticky notes," gave her ideas that she could use when teaching her students. A chapter on best practices for Latino students, which she read for Henry's diversity course, helped her "realize I shouldn't push English onto them. And also how bilingual children have higher thinking if they can retain both languages." Becca opined that the readings about people's experiences "are not super helpful...so I kind of just avoid them...The articles that tell you what people do in classrooms, and how you should set things up in classrooms, those are by far the most helpful." Becca emphasized that "being in a classroom with half of my students are ELLs, it just makes you more interested in it, and I've talked to the ESOL teacher a bunch about it, and different assignments have kind of forced me to talk with her. But I would have at the same time, just because that's what I'm interested in." Like Oxiana and Rachel, the articles Eve asked candidates to read in her mathematics methods course helped Becca learn "how students in different countries

learn math differently, and how that might affect them, and how the ESOL teacher helps them.”

Additionally, Becca had an “aha” moment in learning about teaching ELLs when she read one-on-one with a girl in her class who was learning English as an additional language. She noticed the girl could read and write very well, which made her expect the student could comprehend what she read. However, when working with the student, Becca recognized that strong decoding skills do not necessarily lead to strong comprehension skills. Becca said, “I kinda didn’t realize that until I saw her read the question perfectly. She didn’t stumble on any words, just read it, and then read the answers, and then circled an answer that really didn’t make any sense.” The student did not tell Becca when she did not understand something, because she wanted to do well. Becca was surprised by the discrepancy between decoding skills and comprehension ability, which caused her to think more about explaining words and taking other actions to help not only that student, but other ELLs in her class as well. Becca accommodated for ELLs by using pictures, “trying to enunciate and speak slower,” and providing “examples of words they might not know using words they do know. Becca informed me that she planned on implementing the SIOP model during her takeover in the internship, but that she was afraid she would not see effects when she would only be teaching each group of students one lesson per day (spending two weeks teaching each of the subjects). Becca came to know about the SIOP through a reading and presentation in Henry’s diversity course and a one-hour guest lecture I gave in Tania’s reading course. Due to her particular interest in improving how she was supporting ELLs, I also gave Becca a copy of the third edition of the SIOP Model (Echevarría, Vogt, & Short, 2008).

On March 21, 2011, Becca began implementing the SIOP model on the first day of her takeover, which was the same day as our third interview and my second observation of her teaching. Becca stressed that she was trying to make language explicit and to incorporate as much group work and opportunities for interaction as possible. I asked Becca how she thought her first day of using the SIOP model worked, and she said that Luis “was engaged, he came up to the board and wrote, he was really into it.” Even though she had given him a new novel to read in Spanish, “he wasn’t reading it. He was like, paying attention and working, which I was really happy about!” She also noticed that other students were more engaged than usual in that first mathematics lesson with the SIOP model. The lesson itself was on division and remainders, with both content and language objectives. The activities included Becca reading aloud, students acting, students using chips to count, group work and discussion, and students writing answers to questions on the board. When I asked the reason for Luis’s increased engagement, she reflected:

I think it’s because it was an activity, like we were getting up and doing stuff, and we were working together in table groups. At the beginning with the counters, you could tell he didn’t know what to do, he was kinda just playing with the counters, and I pointed at the number, that he was supposed to make into groups, and so he did that, and then like, people at his table were helping him. And I think also that he saw, because they love to get up and write on the board, once he saw that’s what you get to do when you get the answer, he was, you know, doing it and getting the answer. So he got to come up and do that, so I was happy about that.

Becca identified other ways she accommodated for ELLs in the lesson, including: incorporating kinesthetic work, having students divide themselves into groups, being very explicit, holding her fingers up to indicate numbers, repeating words when reading aloud, having students talk a lot, and asking students to complete a group-based exit ticket

instead of working individually. The SIOP was helpful in thinking about her planning to make sure she “hit” various strategies to engage learners.

In her reflections on how and when she learned the most about educating ELLs, Becca said that having a class in which half of the students were learning English as an additional language helped her the most. The cultural and linguistic diversity of her students inspired her to do her action research project to improve her instruction for ELLs. Becca described what she learned from her experiences interacting with ELLs in her internship:

To be honest, before I’ve been reading the stuff that I have, I wouldn’t really think that I would have to teach them differently, because they just seem like they all speak English pretty well...so I would just think that they’re just like every other student, like struggling with certain concepts, but still getting it. But now I take certain things into account, even if they don’t show that they’re struggling in certain ways, I’ll have to remember, ‘oh, the word I just used probably doesn’t make any sense to them. I just have to think about the way I speak.

Aside from her students, Becca told me that our conversations and the literature she read helped her learn about educating ELLs. Similar to Rachel and Oxiana, Becca said, “honestly the best way to learn is kinda be in it,” and she contrasted her experience with her peers, who “have mostly white, upper-middle class students,” and said that for those candidates, the MCEE did not achieve its mission “as well.” Becca pointed out that the two diversity classes gave the candidates good information and resources, but “compared to everything else we had to learn, it kinda took the lowest, the back of our brain, because we really need to know how to teach math, how to teach science, how to teach reading, how to do lesson plans...so how to best accommodate that student who you don’t have right now, that kinda gets pushed out” for candidates who do not have culturally and linguistically diverse learners in their internship sites. At the end of our third interview, Becca informed me that she signed up to take the ESOL Praxis, which is an exam that

would make her a certified ESOL teacher in addition to the elementary certification the candidates can obtain upon completion of the MCEE. Becca was motivated to take the ESOL Praxis examination by her older sister doing the same and by her goal to become a more desirable candidate in the competitive job market for teaching in Marie County.

In our last one-on-one interview in May, Becca's takeover period was ending and she was getting excited to use the "semester three" to visit and work with the ESOL teacher at a Marie County school in which her mother taught. When I asked her if she saw any effects from her SIOP implementation, she said, "Well, the fact that Luis can read now is amazing! But you know, I would like to think it's a lot of me, but obviously, it's a lot of him being in the school for a while. But I noticed that he is a quick reader! When I give him books in Spanish, he would read them pretty quickly...and now he can read books in English." Although he was becoming a more avid reader, Becca was still "trying to push him to talk more, because he can, but he just is nervous." With reducing students' anxiety in mind, she approached this by building community among her students and "pushing him in the right direction" without getting frustrated if he did not understand right away. Becca thought she had done well on the ESOL Praxis examination, because "a lot of it is really common sense...A lot of the things that you would do to best teach and ELL is, I feel like, what you should do for most students if they're having difficulty."

Becca's learning curve in educating culturally and linguistically diverse students was quite extensive and seems to have gone beyond what Robert, Oxiana, and Rachel learned during the MCEE program. Unlike the other candidates, Becca conducted her action research project specifically on the education of ELLs, who made up half of the

population of her class. Becca identified several sources that helped her learn about educating ELLs, but she primarily identified the students themselves, her interactions with them, and her own self-directed learning based as motivating and helping her to improve. As opposed to Robert, Oxiana, and Rachel, who claimed that they neither learned a great deal about educating ELLs from interacting with them in their internship placement nor changed their behaviors much to accommodate their instruction for ELLs, Becca shared that she learned the most from working with linguistically diverse students and implementing the SIOP model to support them. Becca and Luis seemed to develop their abilities together throughout her internship year, as Becca practiced new ways to support Luis and the other students, and Luis's writing, reading, speaking, and social skills developed as the year progressed.

In this table, I summarize what Becca learned about educating culturally and linguistically diverse students and the context for her learning:

Table 13: Becca's Experiences Learning to Educate ELLs		
Events and Influences on her learning	What Becca Learned	Do the knowledge, skills, or dispositions she learned perpetuate inequitable instruction for ELLs or lead to promising improvements in instruction for ELLs?
Becca's mentors had an "us-them" relationship with students, which she said they expected her to imitate and employ while she interned in their classes, rather than building trusting relationships with "mutual respect." -internship	At first, Becca suspected that Luis, a native Spanish speaker in her class, was acting or pretending he did not understand her instructions rather than thinking he needed extra linguistic supports due to his still-developing English proficiency.	Perpetuating disposition – In this case, Becca was not developing a trusting relationship with Luis, which is a central tenet to culturally responsive pedagogy.
In her coursework in the	Students may be smart and	Promising disposition –

<p>MCEE, Becca was taught this lesson, but in November, she still seemed to be developing her understanding of this message while working with students in her internship.</p> <p>-coursework + internship</p>	<p>attentive even when they do not sit still and look at the teacher, and cultural backgrounds can affect how students behave in class.</p>	<p>Here, Becca recognized that students' cultural backgrounds affect their assumptions and expectations about teaching and learning in school.</p>
<p>After getting frustrated from her interactions with one of her students, Becca worked one-on-one with him and tried new techniques to ensure he understood her expectations of him.</p> <p>-internship</p>	<p>Both translating and checking comprehension by asking questions enhances communication between teachers and students, thus enabling students to comprehend procedural language such as instructions from the teacher.</p>	<p>Promising skill – Becca used students' first language as a resource to support their learning of content and academic procedures.</p>
<p>Becca and I talked about the ways she accommodated for ELLs in her lessons, and she asked me for feedback and advice on how to use the picture dictionary in class and her instruction in general.</p> <p>-participation in my study</p>	<p>Simply showing pictures and giving ELLs as bilingual picture dictionary, without explicitly making connections between pictures and the lesson's content does not support ELLs sufficiently.</p>	<p>Promising skill – Becca recognized that she needed to try multiple strategies to support students in overcoming linguistic demands and bridge their prior knowledge with the curriculum.</p>
<p>When reflecting on the lesson she gave in January, Becca expressed her realization that she asked questions that were difficult to answer, and that when students did answer accurately, she did not know how to further direct the discussion on the morphology of "renewable."</p> <p>-internship</p>	<p>She needed to pre-meditate and plan her language more carefully and in a more detailed way before delivering instruction, and consider what types of responses she wanted from her students.</p>	<p>Promising skill – Becca reconsidered her language to provide challenging but comprehensible input.</p>
<p>Becca was frustrated that Luis did not seem to be improving despite her one-on-one interactions with him. She seemed to give him the book when she had given up. She described her mentor's philosophy that the students are "helpless."</p> <p>-internship</p>	<p>Sometimes, some students are "helpless," and if interactions with them seem fruitless, giving them a novel in their first language can keep them busy while the teacher works with the rest of the class.</p>	<p>Perpetuating disposition – At this stage, Becca was not demonstrating the willingness to be an agent of change or trying new ways to help students understand the curriculum.</p>

Becca appreciated the strategies Tania not only taught them, but also had them enact in the reading courses. <i>-coursework</i>	There are many strategies teachers can use to engage children in reading.	Promising skill – Becca learned many strategies to provide students with opportunities for interaction while practicing and developing reading comprehension.
Becca read an article in Henry’s diversity class, which she said helped her to realize she should not “push English” onto her students. <i>-coursework</i>	Encouraging students to maintain and develop their first language while learning English can improve their linguistic and cognitive skills.	Promising disposition – Becca valued students’ prior language as a resource.
Becca read and discussed an article in Eve’s methods course. <i>-coursework</i>	Cultural backgrounds affect how children learn mathematics.	Promising disposition – Becca recognized that culture affects students’ expectations of teaching and learning and that students’ unique cultural backgrounds are resources for learning.
While working one-on-one with an ELL in her class, Becca noticed that the student could read fluently but could not answer a simple comprehension question accurately. <i>-internship</i>	A language learner can have strong decoding and writing skills without having strong comprehension skills or understanding of the text they read.	Promising knowledge – Becca recognized the complexity of learning instructional language, academic content, and academic procedures for students learning English as an additional language.
When implementing the SIOP model during her internship, Becca became more cognizant of the ways she could effectively support ELLs in her instruction. Importantly, she also reflected on her teaching, using the SIOP as a reflective tool. <i>-internship</i>	Some ways to accommodate for ELLs are using pictures, including group work and interaction, having manipulative materials for students to use, using gestures and having students act out, and enunciating clearly and repeating key words.	Promising skill – Becca used multiple strategies to provide challenging yet comprehensible input, opportunities for interaction, and varying ways of assessing students.
When teaching with the SIOP model, Becca observed that many of her students were	When she incorporated strategies for supporting ELLs into her lesson, students were	Promising skill – Becca recognized that increasing

more engaged in class. -internship	more engaged.	opportunities for interaction increased students' engagement.
Becca shared that the combination of reading articles and chapters on educating ELLs and interning with a class with many ELLs helped her realize that ELLs are not "like every other student." But after taking the Praxis examination, Becca clarified that aside from being mindful of language use, teaching ELLs is similar to teaching native English speaking students. -internship	Teaching ELLs is different than teaching native-English speaking students, and/or "really common sense."	Promising and/or perpetuating disposition – In saying that teaching ELLs is "really common sense," Becca did not indicate a commitment to continuous professional development, and she seemed to dismiss the complexities of individual student's learning experiences.
Through her interactions with Luis, a student who shifted from misbehaving and not participating in class to one who read in Spanish and English and became very engaged, Becca realized that he improved not only because of her but also because he was in school longer. She felt less frustrated when he did not understand new concepts immediately, and instead edged him in the right direction. -internship	Students' academic progress takes time as well as effective instruction.	Promising disposition – Becca recognized that each student develops cognitive and linguistic skills at different rates. Becca developed patience and increased awareness that language and culture mediate individuals' expectations of teaching and learning.

When she talked about how she improved her knowledge, skills, and dispositions of educating ELLs, Becca frequently insisted that she would not have learned what she did if she had not worked with culturally and linguistically diverse students in her internship. Even when identifying a useful reading from a class, for example, she emphasized that she would not have attended to the reading if it had not been applicable

to her internship. Becca reiterated Robert's point that candidates learn so much during the MCEE that they can only seriously attend to the concepts that are most urgent for their internship situations. Robert, Oxiana, Rachel, and Becca were very open in sharing what they had learned about educating culturally and linguistically diverse students and how the MCEE had helped them to do so. In the next section, I report supplementary findings from a focus group interview with four other candidates as well as one focus group interview with the four focal candidates.

Focus Group Data: Reflecting and Looking Forward

In April, I asked four additional teacher candidates—Karen, Bob, Kat, and Patti—to participate in a focus group interview with me in order to obtain the perspectives of additional teacher candidates in the program. When I asked the candidates about their student population in their internship placements, Karen and Bob were unsure whether or not some of their students received ESOL services and were learning English as an additional language, Patti identified one of her students as an ELL, and Kat said that she did not have any linguistically diverse learners in her classroom. All four candidates interned in Michael County. When considering how the MCEE had achieved its mission of preparing them to work with linguistically diverse student, Karen said, "It's barely been touched on," which Kat repeated while Bob nodded in agreement. In their reflections on what helped them to learn about educating ELLs during their MCEE experiences, Kat remembered, "from our math methods class, where we read that article about those students who were ELLs and how to address them, and they were talking about using visuals and the emphasis on vocabulary...If I had ELLs, I feel like that's the only one I would really draw on." None of the candidates had observed or talked with the ESOL teachers at their schools, and Patti said, "I don't think the ESOL kids spend a ton

of time with the ESOL teacher, to which Kat responded, “I don’t even know who the ESOL teacher is.” Kat openly shared, “I don’t even know what kind of services are available...I wouldn’t know how to advocate for an ELL kid, because I don’t even know. Obviously the ELL teacher has important things to do, I just don’t know what they are.” Patti also felt concerned about her students who were learning English as an additional language, but she said, “I can’t come up with a solution that seems to work in the classroom.” Patti shared that her mentor was “always doing stuff,” “never in the room,” and rarely talked with her about supporting ELLs in the class. Findings from this focus group interview with these four additional teacher candidates show that they reported learning little about educating ELLs, because they did not interact with ELLs in their internship, they knew too little about the services their students received to support their language learning, and/or their mentors did not model or discuss accommodating instruction for ELLs.

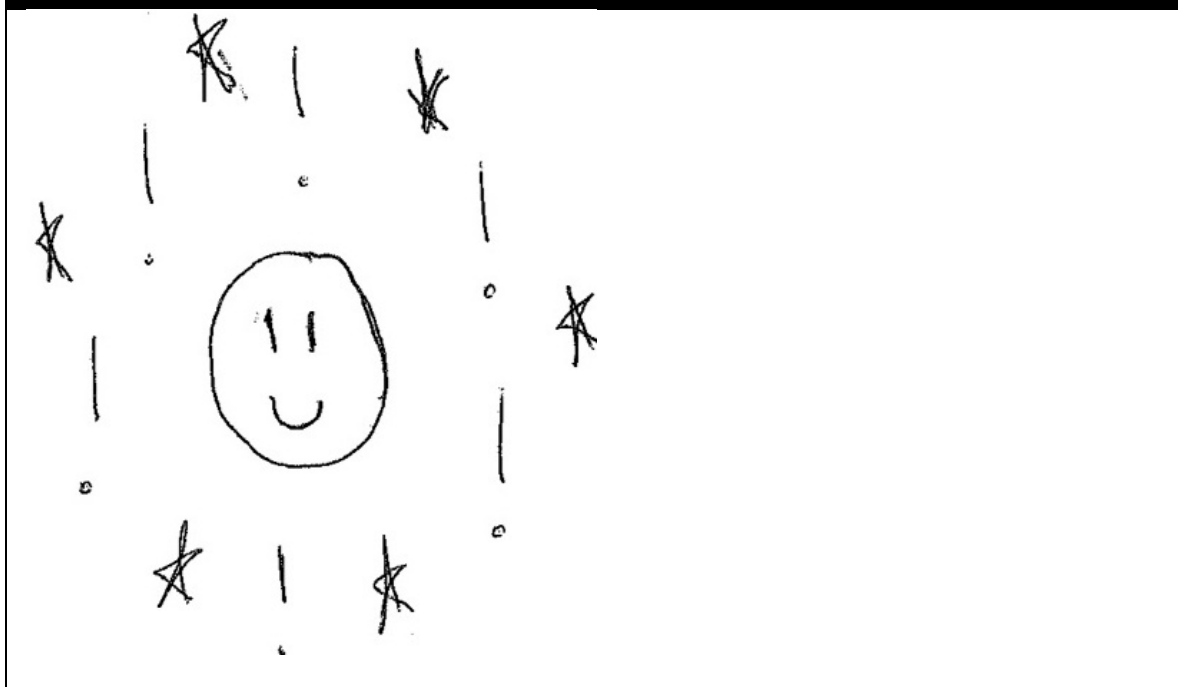
Finally, I pulled Robert, Oxiana, Rachel, and Becca together for one interview in the last week of May, during which time we came together to discuss what they had learned about educating ELLs as well as how they felt about teaching ELLs in the future. I asked candidates to write or draw when they learned about educating ELLs before and during the MCEE program, to draw or write a depiction of how they would feel if they taught in a class with many ELLs in their first year of teaching, and then to share their responses with the group. Next, I report the findings from each of the four focal candidates in this study.

Becca

Becca shared that she learned about interacting with bilingual students through her friends and peers in elementary and secondary school, but that the majority of her

peers during her undergraduate studies and the two years between graduation and the MCEE were not bilingual. During the program, she learned a little about educating ELLs in the diversity class in summer, but then she said, “I wasn’t really learning anything I think in the beginning until I decided it was my focus and I started studying and looking at research and talking to you...and I think that’s where the biggest growth was.” Becca mentioned her action research was a tool that helped her learn about educating ELLs. She said that without conducting her action research on educating ELLs, she would not have learned as much. “Unless,” Becca added, “I spent a lot of time with the ESOL teacher. But for regular classroom teachers, there’s not that much support that I see.” The following figure is Becca’s written response to the prompt, “Draw a picture or write a description of how you’ll feel if you teach a class with many ELLs next year.”

Figure 1: Becca’s Response



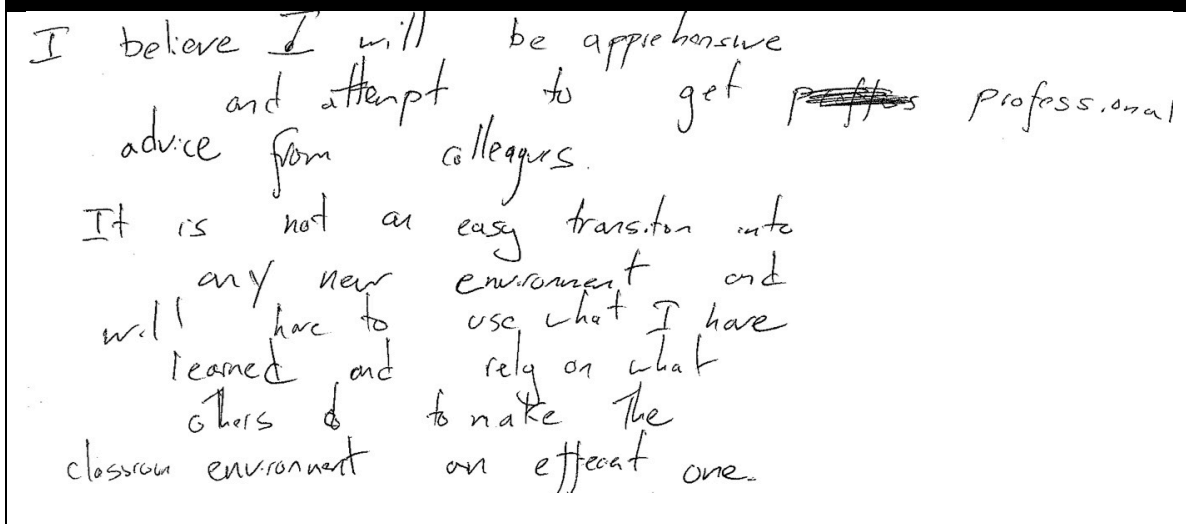
Becca's picture shows that she would feel very excited if she worked in a class with many ELLs in her first year of teaching. She informed us that she passed the ESOL Praxis examination, certifying her as an ESOL teacher, as well as an elementary school teacher. Becca was determined to find a teaching job in Marie County, ideally as a grade-level teacher. Because the county had a hiring freeze at that time, Becca was also open to the idea of being hired as an ESOL teacher.

Robert

On his paper, Robert wrote a Y-axis with a scale from one to ten, and he drew a fairly consistent line, which indicated that his learning about interacting with bilingual learners was constantly between levels one and three. He explained that his experiences of working and interacting with bilingual people had helped him learn, but he had no especially transformative experiences between his early childhood and enrolling in the MCEE. Within his MCEE experiences, Robert said that he learned the most about educating ELLs from the summer diversity course, the summer reading diagnostics course, my guest lecture on the SIOP in Tania's fall reading course, and from having four or five ELL students in his internship class. "Then," he said, "I feel like I kinda just leveled off as the year went on, like even as I kept working with these students, like the amount of like information I was getting about how to effectively teach them didn't really progress as the year went on." In considering the future, Robert wrote and said that he would be "apprehensive" about educating ELLs in the future, but he added, "I think it's really just relying on the people who have been doing it, and see what works and what you can take away from them and how you can apply it to your own situation." Robert's goal, which he later informed me he achieved, was to teach in an elementary school in

Marie County in the 2011-2012 school year. The following figure shows Robert's written responses to the prompt that I gave the four of them at the beginning of the interview:

Figure 2: Robert's Response



I believe I will be apprehensive
and attempt to get ~~peers~~ professional
advice from colleagues.
It is not an easy transition into
any new environment and
will have to use what I have
learned and rely on what
others do to make the
classroom environment an effective one.

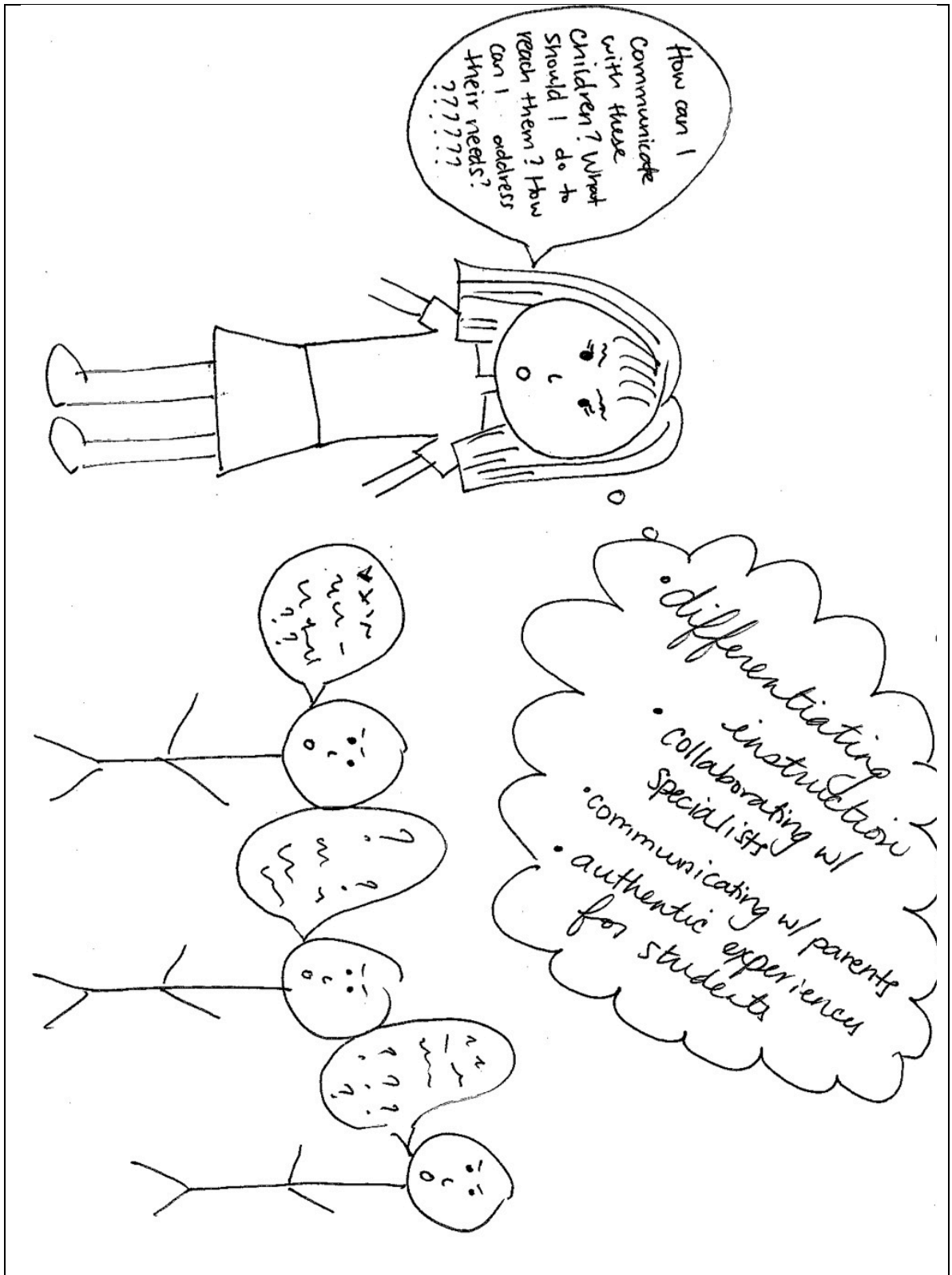
Rachel

Rachel did not have much exposure to interacting with bilingual people when she was young, although she said, "I guess I don't know if I'd be considered an ELL, because my first language wasn't English, but once I started school, I wasn't ever in ESOL classes." Because her elementary and secondary schools were very diverse, she had many interactions with people who spoke multiple languages, and during her undergraduate studies, she "took a couple of courses that addressed diversity and multiculturalism." Rachel also identified the summer diversity course as a time when she learned that "there are more ELLs in schools nowadays, so it's just something to bring to our attention."

After the summer courses, she said her learning about ELLs “kinda leveled off once I was in my internship, because I didn’t really work with—we only had two Hispanic students in my class.” She added, “but we did have interactions with their parents who didn’t speak English, so we worked with the translator, so my experience with ELLs and their families kinda tapered off there.”

In thinking about educating ELLs in the future, Rachel said, “I would be kinda lost. You know, I have questions. Like how would I differentiate instruction? How would I collaborate with specialists and communicate with parents and create authentic experiences for students?...What could I do to just create a comfortable environment for my students when we are having a problem communicating with each other? So if that’s the situation I was placed in initially, I would kinda be apprehensive about it, but hopefully with a lot of support, you know, I could learn how to work it out.” Her drawing was the most intricate, with one teacher and three students with furrowed brows and word bubbles stemming from their mouths. In the word bubble from herself, the teacher, she wrote, “How can I communicate with these children? What should I do to reach them? How can I address their needs????????” The three children in the picture had word bubbles with squiggly lines, which seem to indicate foreign languages. Rachel told me that she was interested in joining the “Teach and Learn in Korea” or “TaLK” program after she graduated. She was eager to spend time abroad, and the TaLK program was especially appealing due to its short length of only six months. Rachel’s drawing is in the following figure:

Figure 3: Rachel’s Response (on subsequent page)

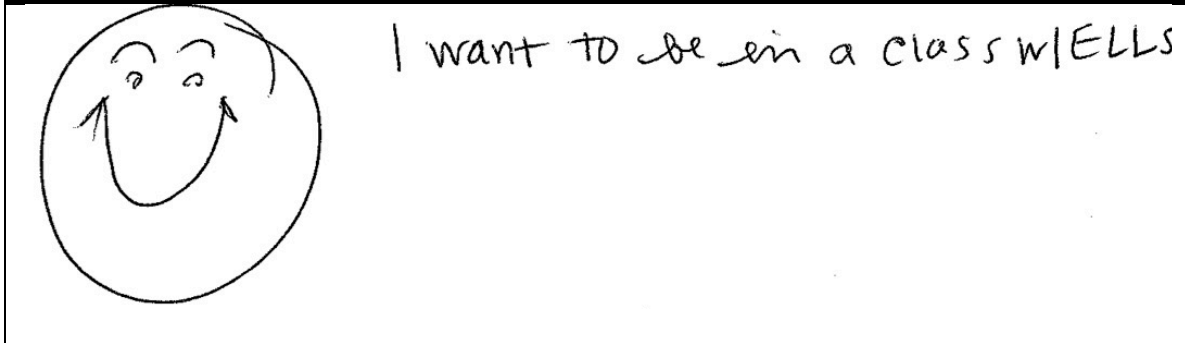


Oxiana

Oxiana provided the most detail in describing how she had learned about interacting with people of diverse linguistic backgrounds in her life prior to the MCEE. She shared that although she had friends who were not native English speakers in her childhood, she was not cognizant of their language learning processes and did not learn much about language learning until college. “And then when I went to college,” she said, “it started to go up, because I studied in another country, and while I was there, I volunteered in a public school there in an English class, so I was helping to teach kids English, and also just ended up having at that time, a lot of friends who were native Spanish speakers, so kinda comparing our language learning processes—my process of learning Spanish and their process of learning English—and just being very aware of that.” After she completed her undergraduate degree, she learned about interacting with ELLs through working with an after-school program with students who had immigrated to the United States. She said, “I spent a lot of time thinking about those students’ language needs, because they might not have been in an ESOL program, but their language is still...different from a native English speaker.” During her experiences in the MCEE program, she agreed that she had a large learning curve in the summer diversity course and then she “didn’t really feel like I spent a lot of time learning about ELLs. A little bit in my own classroom, or shadowing the ESOL teacher.” In regards to the future, Oxiana drew a smiling face and wrote, “I want to be in a class with ELLs,” and said she would be “very happy,” even though she still had “a big learning curve in terms of instructional strategies.” Oxiana’s goal was to work in a bilingual school in the local area, and she told me she got “exactly what she wanted”—a job as a Spanish teacher in a dual-

immersion program. Oxiana's written response to the prompt, "Draw a picture or write a description of how you'll feel if you teach a class with many ELLs next year" follows:

Figure 4: Oxiana's Response



Despite having the common experience of the MCEE program, with all of the same courses, similar requirements, and sometimes the same internship site as another candidate, each person learned about educating ELLs in unique ways. While teacher candidates' learning was my primary focus in this case study, perspectives of teacher educators and observational data from course meetings will provide a fuller picture of candidates' situated learning. Before shifting into my report of findings from teacher educators, I first synthesize major findings from the previous sections on teacher candidates' learning.

Key Findings of Teacher Candidates' Learning about Educating ELLs

Ten key findings emerged from my discussions with teacher candidates. To be clear and brief in reporting these prominent conclusions from this portion of the data, I report these findings in the bulleted points below.

- Teacher candidates believed learning about and improving the ways they educate ELLs is extremely important. They had the will to learn more about educating culturally and linguistically diverse students, but they did not expect to learn a

great deal about educating ELLs in an intensive, thirteen-month teacher certification program.

- Teacher candidates perceived their mentors and other teachers in their internship schools as not taking actions to support ELLs in their classes, not collaborating with the ESOL teachers, and possibly even not prioritizing the education of ELLs in the school. Thus, teacher candidates did not learn much about educating ELLs from their mentors or from other teachers in their internship.
- Working with students who are learning English as an additional language led teacher candidates to reflect on, gauge, and modify their language use in order to support these learners in meeting linguistic demands as they progressed academically.
- Several teacher candidates did not know whether or not their students were eligible for or received ESOL-related supports, such as pullout instruction with the ESOL teacher, after having worked with the students for seven months.
- Teacher candidates reported that their students who were learning English as an additional language and eligible for ESOL services received little support from the ESOL teachers at their schools.
- With the exception of Becca and Oxiana, the majority of teacher candidates did not observe or talk with the ESOL teacher. Most of these teacher candidates did not understand what services were available for ELLs or how ESOL teachers supported ELLs in school. Some candidates were unsure whether or not an ESOL teacher worked at their school.

- When ELLs were beyond the beginning levels of English language proficiency or at similar academic levels as the native English speakers in the class, teacher candidates reported that making accommodations for them or providing additional support was unnecessary.
- Tensions sometimes existed between the university-based teacher preparation and the teacher preparation at the internship sites. For example, while candidates learned useful strategies in Tania’s reading course, the majority of them needed to use Toolkit, a highly structured reading curriculum mandated by the school and/or county. Expectations of effective instruction differed between the university-based faculty and the mentors in the school sites. I will revisit similar themes in the following section, in which I will report findings from my interviews and observations of teacher educators.
- Several candidates reported that because the MCEE is so intensive and some professors spent only one or two days or asked them to read one or two articles on the education of linguistically diverse students, they were unable to recall what they learned about educating ELLs from the MCEE coursework.
- Every candidate interviewed remembered learning about educating ELLs from Eve’s mathematics methods course. Each highlighted a different assignment or activity she had asked them to do. Rachel was impacted by the “sixers” activity, Robert by the assignment to analyze student thinking, and Oxiana and Becca by the article about considering multiple cultural and linguistic perspectives in the teaching and learning of mathematics that Eve asked them to read. This variety in what they recalled from their work with Eve suggests that a multipronged

approach to engaging teacher candidates in learning about educating ELLs effectively enhances their knowledge, skills, and dispositions more than simply asking candidates to read and discuss an article. Eve's perspective, which I will report in the next section, provides another layer of description and illuminates her practice.

These ten significant findings highlight what teacher candidates did and did not learn about educating ELLs during their experiences in the MCEE program. Importantly, several teacher candidates learned perpetuating dispositions, such as believing they need to be aggressive with students who are helpless, but promising skills in their internship placements. In their coursework, they learned primarily promising knowledge and skills.

I used Tables 10 to 13 to identify candidates' experiences as leading them to develop promising or perpetuating knowledge, skills, and dispositions in order to illuminate how the MCEE afforded them opportunities to learn about educating ELLs and to highlight potentially problematic teacher education practices. However, I recognize that these four teacher candidates will continue to grow and develop their skills and understandings of teaching and learning in their first years of teaching. In their future contexts, they may reconsider what they learned in the MCEE or take new directions when working with new groups of students and new colleagues who have different school cultures.

In the next section, I describe findings that stem from teacher educators' perspectives on their own will and expertise in preparing teacher candidates to educate ELLs, opportunities, actions they took to help candidates learn about ELLs, and challenges they identified in preparing candidates to educate ELLs in the MCEE. After

reporting findings from teacher educators' reflections on how they prepared candidates to educate ELLs in the MCEE, I now shift to reporting teacher candidates' and teacher educators' suggestions for how the MCEE can improve the ways it guides teacher candidates in building their knowledge, skills, and dispositions of educating ELLs in elementary schools.

Teacher Educators' Perspectives

In this section, I will report findings from teacher educators in order to highlight their will to prepare teacher candidates to educate ELLs, review how they prepared candidates to educate ELLs within their roles in the MCEE, and describe their opinions on how the program prepares candidates to educate culturally and linguistically diverse learners.

Value Placed on Learning to Educate ELLs

All teacher educators I interviewed thought that preparing prospective teachers to educate linguistically and culturally diverse students was important. Although some teacher educators, such as Henry, thought that ESOL teachers should “have space at the helm, at the leadership” of ELLs' academic progress, all of the teacher educators thought that prospective elementary teachers should be responsible and able to educate ELLs. Both Melissa and Kasey quoted the famous proverb, “it takes a village to raise a child.” The teacher educators mentioned various reasons to support the preparation of teachers to educate ELLs. Eve emphasized that “it has to be front and center” in teacher education, because of the rapidly increasing number of students in the local schools who are native speakers of languages other than English. Although the teacher educators realized the urgency of preparing teacher candidates to educate ELLs, their capacity to do so was limited. Susan eloquently illuminated the discrepancy between will and capacity:

None of this stems from a philosophical lack of commitment to believing that general classroom teachers *have* to be prepared to meet the needs of students they have. It's myself not knowing what exactly that is, or then how to programmatically ensure that we reshape our program to let our own candidates have more access to understanding that and practicing it.

Teacher educators' experiences educating culturally and linguistically diverse students was included in the introductory descriptions of the participants, but what they know about educating ELLs is in the following section.

Knowledge about Guiding Teachers in Learning How to Support ELLs

The most prominent themes from our discussions about their own knowledge were cultural connections, valuing linguistic resources, and making students feel comfortable in accessing school content. Susan, Henry, Eve, and Tania had researched equity in education through exploring the achievement gap, race relations within the field of education, or equitable practices within their content area specialties. Tania, Melissa, Henry, and Eve recognized that language was inextricably linked to culture, and that multilingual students bring resources and valuable perspectives with them to school. Henry shared that codeswitching was important for both multilingual students and students who can speak Black English Vernacular and standard English. Susan acknowledged differences between knowledge of social and academic language skills and that "they need to have much more explicit sort of language supports." Melissa listed some strategies teachers can use to support ELLs in grade-level classrooms, such as focusing on vocabulary, using pictures, and practicing sentence structure. Kasey and Melissa both mentioned the importance of connecting with parents regardless of linguistic differences. Gina said that if students feel "welcomed into a classroom...the language development and the confidence to listen and to share and to develop the language will be there." Gina referred to "the buzzword phrase, good teaching," and said,

“So all of the strategies that you would hope a good teacher would bring into play in a good classroom would suit the needs of your GT learners, your special education, and everyone in between.” Most teacher educators claimed their knowledge was basic, insufficient, and still developing, thus I asked them about resources they had access to that they could use to learn more about teaching ELLs, and about preparing teachers to do so.

Kent shared that when he was chair of the department, he was able to fund “summer retreats” revolving around professional development on diversity for the MCEE faculty. Susan, Gina, Eve, and Tania referred to one of the “retreats” Kent mentioned—a two-day professional development workshop that occurred three years prior to our interview. Two tenure-track faculty members from the TESOL unit of the college led the faculty workshop, which covered topics such as Cummins’ (1979) framework of BICS and CALP, language demands of various content areas, scaffolding instruction, use of visuals, and other topics related to educating ELLs in grade-level classrooms. Other than this workshop, teacher educators did not seem to have participated in professional development to improve their knowledge or ability to prepare candidates to educate ELLs in elementary schools. As mentioned in Chapter 4, most of the teacher educators did not have extensive experiences of teaching ELLs in elementary schools themselves.

Several teacher educators pursued other resources to help them learn about educating ELLs, but little collaboration occurred between the teacher educators in the MCEE and the faculty in TESOL. Two teacher educators—Eve and Tania—shared that they increased their understandings of educating ELLs through research collaborations in which they participated with scholars from other universities. Melissa, one of the mentor

teachers, bought books about teaching ELLs in elementary schools, and said she learned from the reading and ESOL specialists at her school, who pulled students out of her class. Tania and Henry viewed doctoral students as helpful resources, and Tania mentioned that having doctoral students within the TESOL unit as guest speakers, including my own guest speaking in her class in Fall 2010, was helpful.

Other than the aforementioned faculty workshop, teacher educators did not describe any other ways they collaborated with the TESOL faculty. Henry said, “I’m not as sure how much our ESOL specialists are focused on the type of local language and cultural issues...I thought the group here is more on international, but I could be wrong,” which shows that he has not sought out collaboration with the TESOL faculty in his efforts in teaching the MCEE program. More explicitly, Susan said, “the TESOL faculty have never been tapped to service directly the certification programs. TESOL faculty prepare TESOL teachers, not general ed teachers.” Indeed, the structure of certification from the state, in which ESOL teachers received an ESOL K-12 certification, made it such that TESOL faculty members had a full teaching load in preparing ESOL teachers, on top of their need to publish research and fulfill other duties. Although teacher educators did not collaborate much with the TESOL faculty regarding how to prepare candidates to educate ELLs, they took other actions to guide candidates in learning about educating ELLs within their roles in the MCEE, which I describe in the next section.

Teacher Educators’ Efforts and Challenges That Impeded Their Efforts

In this section, I describe how teacher educators attempted to prepare prospective elementary teachers to educate ELLs within the MCEE. I provide a brief description of the actions each teacher educator took in order to afford candidates opportunities to learn about educating ELLs in elementary schools during their MCEE experiences. As Kent

said, “ultimately, it’s the department that has the responsibility” to prepare candidates to educate ELLs, which includes all teacher educators regardless of their specific roles. I provide a brief description of each of the eight educators’ actions and perspectives into how the MCEE guides candidates in learning about ELLs. In reporting findings in this section, I mostly drew from interviews with teacher educators and observations of course meetings, with supporting data from syllabi and other program documents.

Kent Efforts

In his time as chair of the department, Kent put a team together to revise the curriculum, with a specific focus on revising the diversity courses to ensure they address children with special needs and educating ELLs. “The hope, too,” he said, “was not just that those two courses would bring attention to the issues, but...there would be some threading of related experience and connection through the pedagogy classes.” Kent said these efforts occurred four or five years prior to the 2010-2011 cohort entering the program. However, he shared that his efforts did not lead to substantial changes:

I was disappointed that I did not see much actually accomplished with the revision of the diversity courses. To me, while there was much talk about what was needed, and some commitment to make changes, the courses remained largely focused around race issues and that there was still not much progress in thinking through how working with either special needs or English language learners could be enhanced significantly in the program...I don’t think that happened.

Kent worked toward engaging faculty in considering how to better prepare candidates to educate culturally and linguistically diverse students, but reflected that his efforts were not as fruitful as he had hoped.

Challenges

Kent identified lack of leadership and responsibility as fundamental challenges to the achievement of his goal. “Who was in charge never got totally clarified,” he shared, “and so no one had it put on their platter as ‘my responsibility.’” A secondary impediment to improving the diversity courses and attention to educating ELLs in the MCEE was that “who was assigned, who became available to teach the courses kept changing.” Kent continued, “people we were looking to rely on left or went to do other things, and the nucleus of people who had participated in the initial discussions simply no longer were there, and whatever work they had accomplished went for naught.” While Kent understood that these “continue to be issues that are ill-addressed in the program,” he told me that faculty members were still trying to make improvements. In his discussion of leadership, he also mentioned, “I thought I had put that directive” of enhancing attention to ELLs in the program “clearly to Susan. And Susan wanted to facilitate getting that done.” Next, I report findings from my discussion with Susan, the coordinator of the MCEE and other graduate-level certification programs for the department.

Susan Efforts

Susan informed me that she did not create the current course sequence, but that she “inherited” it. She was unsure who created it, but she knew that “the current course delivery for MCEE has been around a long time,” and “somewhere along the way, the diversity sequence got put in place.” Susan told me that an undergraduate program in secondary certification in the college was piloting a course in which candidates learn about the education of both special education students and students learning English as an additional language, but she was unsure whether or how they would implement a similar

course into the MCEE. Susan wanted to improve the ways the MCEE prepared candidates to educate ELLs. Although she was eager to brainstorm ideas of what actions they could take, which I will report later in the document, she was unsure of what to do.

Challenges

Susan compared the question of preparing candidates to educate linguistically diverse learners with the “way that multiculturalism has had this challenge all along” in teacher education. While integrating attention to educating ELLs in all courses was one possibility, she wondered, “is there something more specialized [about educating ELLs] that really warrants its own course space?” In either case, she shared that neither she nor the other faculty members in the MCEE could spearhead an initiative to improve the MCEE’s attention to ELLs. Instead, she said, “if and when we get to the point where somewhere someone in the program is laying out that framework and I can kind of tap into that and remind my students of that framework, I’m confident I could do that, but could I be the one to engineer what that framework is? No.”

Susan identified two other challenges—lack of course space and lack of leadership. Because the program is only thirteen months and is required to have specific courses to meet NCATE and statewide teacher education standards, little time is left for adding another course to the program. Regardless of whether or not they could incorporate a new course into the program, Susan did not know the “theory of action” for improving the program’s attention to educating ELLs, and she said, “there isn’t really anybody at the departmental level leading us or urgently pressing us to go in one direction or another.” Susan decided that she needed to “start strategizing” with the new chair to develop and gain approval for a course that would include instruction of ELLs.

Ultimately, Susan said, “I don’t have the knowledge to drive the program to know what the students need.” Susan identified key challenges regarding teacher educators’ knowledge, leadership, and ability to change courses, but Gina provided more insights into the internship portion of the program.

Gina Efforts

As the coordinator of the PDS school partnerships, Gina was involved with the internships more than the coursework in the program. Nevertheless, she said, “we continue to look for space in our coursework preparation that will address needs and the strengths of ELL students.” Because Gina also acknowledged that adding courses was difficult, she said, “we have to try to shore up those experiences to make sure that within their internship and their field placements they have—I mean we can’t guarantee that they have ELL students in their classroom, but we certainly can make sure that they have connections and interactions with the ELL teacher.” While she acknowledged that some interns gain more experience with ELLs than others because of their internship sites, she thought that aside from the three interns placed at Promise Elementary, the rest of the cohort were having rich learning experiences surrounding ELLs and the services schools provided for them. Gina emphasized that the “semester three” was an excellent opportunity for candidates to learn more about educating ELLs. During that time, which begins in mid-May and lasts until the end of the academic year, she said, “we want them to think about what they have missed in their experience, go and shadow and ELL teacher...go to another school.” Gina reported that the majority of candidates learned about educating ELLs in their internship, but she also recognized several challenges.

Challenges

Gina identified five challenges to preparing candidates to educate ELLs in the MCEE. Like Susan, Gina acknowledged the challenge of finding course space for a class on teaching ELLs, due to the fact that the courses that were in place already were necessary for certification in elementary education. She also noted that “the knowledge that the instructors are still trying to acquire in regard to what is best practice for all ELLs” is a challenge in preparing candidates to educate ELLs. While she valued the three-day faculty workshop that had occurred several years earlier, she noted that “years ago, that was paid for with summer budget money. Now there’s no money for summer work.” Gina reiterated Kent’s point that the faculty was committed but inactive in modifying the program to attend to ELLs. She shared, “years ago...we knew that this is what’s needed. How are we going to fill this need?” Finally, Gina recognized the emotional aspect of new tasks, by saying that “teachers need more information, more knowledge, so they’re not afraid,” because “when it’s new, it’s frightening.” While Gina coordinated the connections between the university and the internship schools for elementary education programs, Kasey served as the coordinator and supervisor specifically for the MCEE program. I present findings regarding Kasey’s role as supervisor and coordinator next.

Kasey Efforts

Kasey acknowledged that “one area where we could strengthen [the MCEE], beef it up a bit, is in ELLs,” but she said that the interns learn about ELLs during their internships. “They really get an education about ELLs in their internships,” she said, “because all of our schools have ESOL programs running, so they’re living it every day.” Kasey told me that in her post-observation conferences with candidates, she asks them to

reflect on their students' actions and their own instructional decisions, and that "certainly ELLs is a population we consider." She argued, "just because an intern doesn't have ELLs in their class, it doesn't mean that in their rotations they're not seeing that or just by being in their school, they see that." Kasey further detailed the internship structure and how it enables candidates to learn about ELLs and ESOL services: "the opportunity to see other teachers and we tell them to make time to go see the special educator, the ESOL, the grade above, the grade below, go spend time with the special programs the school may offer, and we do that during October. And we give them three in terms of hours—it doesn't have to be three days, but three days if you wish to do that. And they structure that however they want to, wherever their interests lie or what their students' needs are."

On the day I observed Kasey's internship seminar meeting with the teacher candidates, she had asked a guest speaker to lead the class in considering how to educate students with special needs. The guest, who was a woman who worked as a special educator in local schools, asked the candidates to get into groups to review a Marie County handbook for educating students with special needs. The five groups of candidates focused on the abilities and needs of a specific disability and strategies teachers could use to support students with that disability. One of the groups focused on ELLs. After the groups presented what they found, the guest said, "Are you seeing a commonality? What are you noticing? Explicit instruction, visuals, manipulatives, technology—it's good teaching. It really is. Good teaching is good teaching." Kasey seemed to believe that all of the candidates had opportunities to learn about educating ELLs during their internships, and the guest speaker in Kasey's class reviewed the

message that teaching ELLs was “good teaching.” Next, I describe some challenges that Kasey and teacher candidates discussed regarding the opportunities Kasey described candidates as having to learn about educating ELLs.

Challenges

“To make it an integral part of the program, not to make it an add-on,” was an important consideration in moving forward with preparing candidates to educate ELLs, but Kasey continued, “the biggest challenge is time.” Although Kasey did not identify other challenges, Rachel and candidates in the focus group interview informed me of some hindrances in trying to observe other teachers during the three professional days they were allotted during the main stages of their internship as well as the “semester three” in May, during which time, they were free to leave their mentors to explore other teachers or even other schools. Rachel said, “I think in our, like the guidelines that we have, they kind of strongly suggest us to walk around with the ELL teacher, but...you know, we don’t find the time to do it, because we’re so busy doing other things.” While Rachel identified time as a hindrance, Bob, Kat, and Karen informed me that miscommunication between the university-based teacher educators and the mentors hindered them from working with the ESOL teachers at school. Karen said, “I think it’s a communication thing. Kasey was the one who said you can go and do the professional development days, but she didn’t communicate that to the mentors, and I’m sure my mentor would have let me if I had asked, but I felt weird being like, can I go out of the classroom?” Bob and Kat agreed. Bob said, “I think how it’s presented to the mentor is that we’re with them all the time. So I felt like I needed to be in my classroom...maybe that’s my own fault for not saying, ‘Hey, I’m going to observe a class’.” Kat worried, “If

it's not communicated as 'this is a part of the program,' I feel like it could be something that's perceived as I want to get other ideas from other people because I don't think you're doing a good job." While Kasey identified valuable ways candidates can learn about ELLs in the internship, the challenge of clear communication between three parties—the supervisor, the mentor, and the intern—must be addressed to enable candidates to pursue these opportunities. Next, I present insights from Melissa, Rachel's mentor teacher at Lake Elementary.

Melissa Efforts

When I asked Melissa, Rachel's mentor teacher, what she valued about mentoring interns, she responded that she liked to help them avoid making the same mistakes she made, because she "figured out shortcuts to doing things." She continued, "helping them know what things they should concentrate on and really hone in on as opposed to things you really shouldn't stress yourself out about." In regards to accommodating their instruction for ELLs, Melissa said, "we've briefly talked about it." Because many of the students in Rachel's class had IEPs, she and Rachel had talked more about meeting those students' needs and she said, "it hasn't been a great focus on ELLs, but just a little bit, at least touching on the subject." Melissa told me that she collaborated once a week with the ESOL teacher during school-wide planning meetings, although Rachel reported she had not talked with the ESOL teacher at any point.

Challenges

Melissa informed me, "This is the first year, because of the boundary changes, that our school has had so many ELLs, mostly of Latino descent, who have been at the school. So this is really our first year for this type of diversity and this is the first time

I've had to interact with them like that.” This challenge both corroborates Gina’s suggestion that teacher educators are still learning about educating ELLs and Becca’s mention of the dramatic shift in the demographics of the student population at Lake Elementary. I now shift to report findings from teacher educators who taught classes in the MCEE.

Eve Efforts

Engaging teacher candidates in considering “larger sociopolitical contexts” and “the sort of cultural contexts of their students’ lives was “a major thread” within Eve’s mathematics methods course. One of her foci within this goal was “issues of language and culture,” which she introduced by asking students to read an article by Judit Moschkovich. Eve explained what she asked candidates to do within this unit on language and culture:

My initial intent was to have them go shadow an ESOL teacher, and interview that person about specifically the kinds of things that that person does in the realm of math. Not a single one of my students had an ESOL teacher that did math that they could shadow. So instead I just had them interview and shadow the ESOL teacher in general, and then I also suggested that they could talk to students. So interview students that they knew were bilingual or immigrants, and some of them didn’t have students like that in their classrooms. So then some of them interviewed friends they had in college or other peers that had been immigrants or were classified as ESOL. So I got a huge array of stuff...So I make them, to experience counting, because we all count without thinking about it, now, right? So one is that they have to take a bunch of counters, count your counters using the number words in Korean, which we go through them and they’re up on the wall. Write down how many there are in Arabic, and without using English number words or numerals, look at the number of the person next to you, and decide who has more. So it’s really crazy and they really struggle with this, but it really brings home this notion that math is fundamentally a language, even at the most basic, which is counting. And then sixer, which is basic arithmetic in six. So again, it’s meant to really drive home this idea that you are very comfortable in the system and in the language in which you do math, which in this case, is base ten...You can see their little brains just frying. It’s great. So we do both of those things on the same day, and the take-home message is, you know, for a lot of children, and

it's not just ELLs or immigrant kids, it's everybody, mathematics can seem very foreign.

This rich description from Eve provides an overview of what Robert, Oxiana, Rachel, Becca, and others remembered when reflecting on how the MCEE prepared them to educate ELLs. However, Eve also recognized hindrances to efforts made by her individually and the MCEE faculty collectively in preparing candidates to educate ELLs.

Challenges

Having joined the MCEE program after studying and working in California, Eve was “shocked, shocked, shocked” that the MCEE did not attend to the education of culturally and linguistically diverse students more. Eve referred to state-level expectations, standards, and policies as a major challenge to increasing the attention the MCEE gives to guiding candidates in learning about ELLs. Specifically, she said that the state requirements leave “very little room for any kind of other stuff in the program,” which she said, “is so frustrating.” She argued, “the stipulations” the state “puts on this program mean that critical need areas are not being fulfilled in this program...And if we don't have any space in our Alt Cert programs to support the pre-service teachers to learn about this, we have a big problem.” She even suggested the leadership in the college argue this point to state policymakers. Another challenge Eve identified was “a lack of—maybe a nicer way of saying it—is a still-developing sense of coherence in the program itself. I think we all individually do things. It's really hard work.” The third challenge Eve faced in her individual efforts to guide students in learning about educating ELLs was that even though candidates “had so much to say” during the class session on educating culturally and linguistically diverse students, she said, “they just hated it.” Eve told me, “my students often complain,” because “they said you didn't teach me how to

teach math; we spent way too much time talking about all these other things.” Finally, because many candidates did not work with linguistically diverse students or the ESOL teachers in their schools, they “didn’t see how it connected” with the mathematics methods course.

Henry Efforts

On the syllabus for his course, Henry devoted one day to considering the question, “How do learning the language and learning content influence the ways we think of equity? What are students capable of doing?” On that day, two groups of four students each presented one of the two readings to the class: Villamil, Munter, and Araujo’s (2010) chapter on best practices for Latino ELLs and Villegas, Lucas, and Freedson-Gonzalez’s (2008) article on linguistically responsive teacher education. Their presentations consisted of an overview of the main points from the readings, a brief discussion, and a viewing of part of the French movie *The Class*. The first group reviewed characteristics of effectively teaching linguistically diverse students: rejecting deficit and assimilation views, promoting the first language, valuing students’ sociocultural strengths, and including students’ language and experiences, making a positive learning environment, and using components of the SIOP, although the presenters said they did not understand what the SIOP was. The second group reviewed key concepts such as the Zone of Proximal Development, that discrepancies can exist between social and academic language, the importance of reducing students’ anxiety and giving them opportunities to interact; first language maintenance, and the importance of collaborating with the ESOL teacher. The only words Henry said in class that day were, “Alright, farewell! Thank you again!”

Henry mentioned the education of ELLs on two other days that I observed this diversity course. On one day, Henry reviewed Carol Lee's work and reminded candidates that codeswitching with students is a useful strategy not only for students who speak Black English Vernacular but also for students who are multilingual and learning English as an additional language. On another day, the cohort had been assigned to read one chapter of Jimenez's *The Circuit*, and the class discussion focused on summarizing major events in the story. Additionally, the candidates were asked to read the Moll et al. (1992) piece on Funds of Knowledge on another day in the course. As Becca and Rachel mentioned, writing their paper for this course also helped them gain insights into educating ELLs. In this assignment, candidates needed to describe an equity dilemma in their classroom, analyze the situation using course readings, and suggest future actions.

Challenges

When I interviewed Henry, he reiterated the challenges other teacher educators mentioned, but also brought a new and important concern to the discussion. Similar to other teacher educators, he said, "The how of the preparation is where we start to have some arguments and disagreements. But the notion of time, having ample time to prepare, is key." Henry supported Kent's point that the content of the diversity courses needs to be reexamined. He said that the diversity courses seemed "to be a problem, even before I arrived here, four years ago. There's been a concern. There's been overlap...I think we could do a better job of conveying to the students what exactly are going to be the goals and objectives...why it's important to have a two-course series." More specific to the content of his course and to the notion of preparing candidates to educate culturally and linguistically diverse students, Henry explained,

It's difficult to know what you don't know about diversity and equity. Particularly with their age group...there's this guise of there being a lot more diversity as far as ethnicity and class than there actually is...When I ask them if they had teachers of color, usually they say no. So to have the type of meaningful and frequent and intense experiences that one would need in order to have cultural competence and a critical lens, where you both understand your individual and systemic biases, most people wouldn't have had those experiences, and they don't know it, because it feels like they have.

In this comment, Henry pointed to the difficulty in facilitating candidates' development of dispositions and knowledge that necessitates deep reflection on self, society, and the education system. This description from Henry resonates with Robert's comments that he did not need to be taught to have tolerance for people from diverse backgrounds and that he did not understand the need for more than one diversity course. Although Henry brought this issue to the discussion about the diversity courses in the program, recognizing this challenge is necessary when considering possibilities for enhancing how the MCEE guides candidates in learning about educating culturally and linguistically diverse students.

Tania

Efforts

Tania told me that helping candidates to think about how they can support ELLs is "one of the things that I've tried to do at least in points in the class, like we did multicultural materials in the fall, and talking about books that actually have Spanish words and bilingual books and things like that, just so teachers know there's a wide range of materials, and even though that curriculum might tell you only to use this particular classic...you can use so many other different folk tales or different kinds of things from different cultures, and bringing language in is, I think, very important, and very welcoming for kids who are learning English." In fact, Becca included the addition of

multicultural and multilingual library books into her classroom library as part of her action research project. In days I attended Tania's class in the fall 2010 semester, Tania presented books such as *The Name Jar*, *Esperanza Rising*, and *Saturdays y Domingos*, and emphasized that candidates should move beyond multicultural books that present a shallow or stereotypical view of people from various backgrounds. On one day, Tania showed candidates a quote, "Buying a book is a political act," and reminded students that books can provide mirrors and windows for students to learn about themselves and others.

Unlike the other teacher educators with whom I talked, Tania was somewhat constrained regarding the content in her courses due to state mandates about what candidates must learn in reading and literacy coursework. Tania tried to not only introduce them to practical strategies they could incorporate into their reading instruction but "also a way of thinking about it: I just don't want to pull out any old strategies, I want to meet the needs of the kids so it's connecting to their strengths." As previously mentioned, Tania asked doctoral students and other guest speakers to come talk with the class about the knowledge, skills, and dispositions candidates can consider when educating ELLs in their classrooms. I gave a one-hour guest lecture on using the SIOP model, and I chose this topic to follow up on what students had presented in Henry's diversity class. Tania required candidates to read and discuss some articles from *The Reading Teacher*, which specifically emphasized strategies teachers can use when engaging culturally and linguistically diverse learners in reading. Tania took multiple actions to guide candidates in thinking about ways they can support ELLs, which she called "a wide approach." "It still doesn't feel like it's enough," she said, "but for me, it's

changing, it's growing, and it's definitely more than it was when I first started teaching this class.

Challenges

Tania mentioned three major challenges in attending to the education of ELLs in the MCEE—a discrepancy between courses and internship, limited course space, and developing new dispositions. Tania said the “tension” between what teacher candidates learn in MCEE coursework and “what they see” in their internship placements was one of the challenges to preparing candidates to educate culturally and linguistically diverse students. Tania referred to this tension as “a perennial issue of teacher education,” and said that she tried to connect her assignments with what candidates could implement “on Monday morning” in their internship placements. Tania referred to the same challenge of space as the other teacher educators, but she said, “you just have to be very creative how you do it, because there's very little.” When attending to the education of culturally and responsive children in the MCEE, Tania emphasized the need for practicality, because “if it stays too abstract and too much in the research world, I think it's very difficult for them to understand what to do.” In fact, Tania questioned, “it's very sometimes subconscious to say they don't have language or they don't know how to speak English, so it's looked as a deficit, and I know there's a whole big controversy: can you work with people's dispositions? Can you change people's dispositions? I think maybe we should try in teacher ed.” This comment from Tania resounds with what Henry said about how difficult guiding candidates to think critically about themselves, their students, and larger sociopolitical factors can be. Finally, Tania reflected on how the faculty worked, and said, “I mean we do say to each other, yes, you need to have that in your syllabus. You

need to be talking about it, but how many people do it? I don't know. It does need to be a commitment I think, because otherwise, it's very easy to crowd that out." This comment supports Eve's thought that the MCEE faculty were still developing their sense of coherence.

Tania and the other teacher educators I interviewed and observed tried multiple methods and identified challenges in guiding candidates in learning about educating culturally and linguistically diverse students. Other teacher educators helped candidates learn about educating ELLs, such as Elizabeth, the professor of the social studies methods course, as well the instructors of the summer courses, to which several candidates referred in their reflections on when they learned about ELLs. The instructor of the summer diversity course did in fact focus on "ESOL, Immigrant, and Migrant Students" on one day of the summer diversity course. While I did not observe Elizabeth, the social studies methods instructor, devote a great deal of specific attention to the education of linguistically diverse learners in her course meetings, she often emphasized some foundations of culturally responsive pedagogy. Elizabeth reminded candidates to reflect on their own perspectives, and encouraged students to consider various points of view, question the curriculum, and engage in meaningful deliberations to practice critical thinking skills. For example, Elizabeth suggested, "One simple way to organize a social studies lesson is to ask who benefits from this? Where's the power? Who gets the advantage? That's a way to get to multiple perspectives." In our conversations, teacher educators also identified multiple challenges in preparing candidates to educate culturally and linguistically diverse students in elementary schools. Next, I review actions teacher educators took in guiding candidates to support ELLs and the challenges that hinder the

MCEE's ability to better prepare candidates to educate culturally and linguistically diverse students.

Key Findings from Teacher Educators' Perspectives

Teacher candidates had opportunities to learn about educating culturally and linguistically diverse students at multiple points in the MCEE. In their courses, many teacher educators spent one or two days emphasizing the instruction of ELLs, which in most cases, included discussing one or two assigned readings. Although Eve only spent one day primarily discussing the education of ELLs, her combination of readings, discussion, in-class activities, and written assignments left an imprint on multiple members of the cohort. Administrators attempted to bring teacher educators together to create a plan to improve the ways the MCEE prepares candidates to educate culturally and linguistically diverse students and to participate in a short, professional development workshop to enhance their own knowledge of educating ELLs. Teacher educators who worked with coordinating the internship encouraged candidates to shadow or talk with the ESOL teacher or consider ELLs when planning and delivering their instruction at the elementary schools.

Teacher educators pinpointed ten challenges when considering how the program prepared, or could prepare, candidates to educate culturally and linguistically diverse learners. As most of these challenges are deeply interconnected, I first provide a bulleted list and then draw connections between these challenges.

- No one person or group led or “pushed” faculty in the MCEE to pursue a particular direction in improving the way the MCEE prepares candidates to educate ELLs.

- No one person or group within the MCEE faculty took the onus of responsibility for encouraging all the teacher educators to reflect upon how they prepare candidates to educate ELLs or how they could improve how they do so.
- The teacher educators in the MCEE were still developing a sense of coherence among and between the program requirements, including various courses and the internship.
- The community of practice—the core group of teacher educators teaching in, maintaining, and developing the MCEE—frequently changed.
- Both university-based and school-based teacher educators “are still trying to acquire” knowledge and skills about educating culturally and linguistically diverse learners in elementary schools.
- Time and course space are limited due to the length of the program and stipulations for teacher certification from the state.
- The three groups—university-based teacher educators, mentors, and teacher candidates—did not communicate clearly, especially regarding the establishment of expectations and norms for teacher candidates.
- Reflecting on and changing dispositions related to educating culturally and linguistically diverse students are very complex objectives, which are difficult for teacher candidates to achieve and for teacher educators to facilitate.
- The structure of the diversity courses, which primarily focused on racial diversity and had overlapping objectives between the two courses, had not changed in at least four years.

- Funding was not available for teacher educators to pursue or facilitate additional professional development for themselves.

The challenges of an unclear onus of responsibility, a “still-developing” sense of coherence, the changing community of practice, unclear communication, the learning curve for faculty regarding educating ELLs, and lack of leadership all seem to be interconnected issues among the faculty who served candidates in the MCEE. Limited time and course space is almost a default factor in an alternative certification program that prepares teachers in only thirteen months, and the difficulty of enabling candidates to reflect upon and possibly change their dispositions is a well-documented challenge in teacher education (see, for example, Villegas, 2007).

Fortunately, teacher educators and teacher candidates were eager to discuss and write about their suggestions for how candidates could have more opportunities to learn about educating culturally and linguistically diverse students during their time in the MCEE program. In the next section, I report participants’ recommendations for enhancing the ways teacher educators in the MCEE can help candidates learn to be culturally and linguistically responsive.

Suggestions for Improving Opportunities for Candidates to Learn about ELLs in the MCEE

In this section, I describe ideas for improving how the program prepares candidates to educate ELLs, which stem from interviews with teacher candidates and teacher educators as well as written survey responses from teacher candidates. These suggestions consider how teacher educators can avoid “crowding out” the task of guiding candidates to consider how they can support ELLs in elementary schools. Participants’ suggestions take into account their lived experiences within the program, including the

challenges listed above and opportunities for further learning. Despite the numerous challenges listed above, all of the participants had the will to learn about supporting ELLs in grade-level classrooms. As Henry said when talking about possibilities, the teacher candidates “have the excitement and energy to want to learn” about educating ELLs. Here, I report prominent suggestions from participants, starting with the recommendation mentioned most frequently by participants.

Suggestion 1: “I’d like to see that second diversity course change.”

—*Susan (interview)*

Almost all the participants in my study thought that the second diversity course could be restructured to emphasize the education of both students learning English as an additional language and students who have special needs. “If I could wave my magic wand,” Susan said, “we would be utilizing that second diversity course for that purpose.” Henry, the diversity course instructor, thought that making this change was “a great idea.” Tania shared, “I would like to see one of those diversity classes go to ELLs...I wish the second one would almost just go to ELLs exclusively.” Gina and other teacher educators also realized what Gina said: “that diversity course has been part of this program since the program began, but the needs are different now.” Eve articulated,

While I hate to see issues of language and cultural diversity sort of you know compartmentalized in that way, I do think maybe because of the way that the program curriculum is so constrained, that those six units are the only six units that we have to play with. I think we need to seriously reconsider what’s in those diversity courses, and make sure that there is focused support of our students’ understandings of language issues and special needs issues, because right now, the students certainly, I don’t think, report that they learn anything about teaching ELLs or working with ELLs in those courses.

This idea to rearrange the second diversity course was not only supported by the teacher educators in the program, but also by the candidates.

In our first interview, Becca suggested, “I kind of think that instead of having two diversity classes, we should do—one of the classes should be how to support, one half of the semester should be how to support ELL students and the other half should be how to teach special needs students, because that’s another thing that I don’t think that we get.” Robert recommended this change as well, as did the teacher candidates in the focus group in April. Bob said that the first diversity course “was sufficient in covering the topic of diversity, and maybe the second class could be more focused on helping us to give us more skills to work with special education, ELL students.” Because multiple participants had made this suggestion, I included it on the final survey as a possibility that candidates could affirm or deny as a way the MCEE could prepare them to educate ELLs. The unanimous response was that implementation of this suggestion would be beneficial to them.

Suggestion 2: “Definitely have some type of class”

—*Melissa (interview)*

While the more prominent suggestion was to reconsider the purpose and content of the second diversity course, many participants simply talked about the benefits of having a course that explicitly emphasized how candidates could better support ELLs without adding any additional courses to the program. The teacher candidates sometimes did not have a concrete suggestion as to where in the program a course could fit, but they did express strong interest in having a course that focused on educating ELLs in elementary schools. Rachel acknowledged the benefits of the diversity courses, but said, “especially with the rising population of Spanish-speaking students in public schools, it’s important that we get a course that is solely for, addressed toward working with ELLs.”

In a later interview, Rachel emphasized, “it should be more of the university’s responsibility to make sure we have that course available to us that you know, really opens our eyes to things and helps us figure out solutions and ways to help the students.” While other candidates wanted more of an explicit focus on learning how to support ELLs in their classes, they did not want an additional course along with the courses already in place. In fact, Kat said, “I don’t think that’s doable.” While changing the diversity course was one option, Eve and Tania also saw the possibility of attending to ELLs within the five reading and English language arts courses, which were mandated by the state. Tania admitted, “reading has all this time, you *should* be doing something with ELLs, and I think to some level, that is true.” Eve wondered, “let’s see if these five courses, the reading/language arts, can be rejiggered so that more space is opened up in the program.” The final piece of supporting data for this suggestion were the nine candidates who wrote open-ended responses suggesting the course instructors help them through providing more strategies, literature, and resources they could use to inform them about how to support ELLs in their classrooms. Findings on this topic ultimately answer Susan’s initial question, “is there something more specialized [about educating ELLs] that really warrants its own course space?” with a resounding yes. Henry adds that “there needs to be both the general and the specific” in preparing candidates to educate ELLs, which leads to the following suggestions regarding candidates’ internship placements.

Suggestion 3: “All interns should have ELLs.”

—Becca (*written survey response*)

The majority of teacher candidates and teacher educators I interviewed recommended that more teacher candidates be placed in internship schools with students

who are learning English as an additional language, or at least with a culturally diverse student population. Oxiana informed me, “almost no one’s in a linguistically diverse school...it’s totally shocking, because this area is so linguistically diverse, and they put us in schools where there are almost no English learners. It seems to be that a lot of my classmates are in schools that are not that culturally diverse, whether it’s diversity within the school or diverse from their own culture.” She said a class about educating ELLs “doesn’t seem that relevant...if we can’t apply it” in the internships. Becca was also very surprised that more of her peers were not working with more culturally and linguistically diverse learners. Becca gave the example: “in Promise Elementary, there are hardly any ELLs.” Because Becca’s mother taught in Marie County, she knew that most schools in the county had diverse populations and that Promise Elementary, with its predominantly white student population, was an anomaly. Becca added that her peers interning in Michael County also lacked the opportunity of working with linguistically diverse students.

While some teacher educators thought that having candidates in schools with varying populations truly attended to the “democratic plurality” of K-12 student populations, others expressed serious concern about the internship placements of the 2010-2011 MCEE cohort. Eve suggested, “I think we need to work on placements, and develop relationships with mentors who themselves are good at teaching diverse student populations.” Becca supported the idea of having high criteria for mentors in her written comment on her survey: “Encourage interns to be critical of mentors! Not all people should be mentors.” While Eve brought skilled mentors to the forefront of the discussion, Kent raised important questions about the internship placements. He proposed, “I think

the question to the program is: Why are we in those schools? Because the program claims that it is preparing people to work in diverse schools with diverse learners. Why are we in Michael County given the mission?” Kent went on to say, “We should be in the schools, well, if you listen to the counties, and Allen County is the most explicit, they want us to be working in the schools where there is the highest need.” Ultimately, he argued, “That we stay in the same schools year after year is not an indication that we necessarily take that agenda, that mission, seriously.” Even if interns do not have ELLs in their classes, Kasey pointed out that every Professional Development School had an ESOL program, which leads to the next suggestion.

Suggestion 4: Have candidates plan/teach a lesson and give them feedback

When I asked candidates what would help them learn more about supporting ELLs at school, all four focal candidates said that writing and delivering one lesson with accommodations for ELLs, and getting feedback from mentors, instructors, or supervisors would benefit them. In response to the open-ended questions for ways the program could improve how it prepares candidates to educate ELLs, seven candidates wrote a response such as “observe a specific lesson where I am differentiating instruction to gear toward ELLs and provide feedback afterwards.” Becca also wrote that the MCEE should “teach the SIOP model.” Although this suggestion is more specific, the SIOP provides a framework for accommodating lessons for ELLs, which about half of the candidates suggested on their final surveys. The candidates in the additional focus group interview discussed the benefits of writing a lesson plan accommodating for ELLs. Kat said writing a lesson plan and getting feedback for how they support ELLs would help because “you could be doing all the things that you think are the right thing, but if you’ve

never gotten any feedback and never known if what you're thinking is appropriate...that's kind [of] unsettling."

Suggestion 5: Collaborate with experts

Candidates and educators desired more input and interaction from those who are experts in educating English language learners, and a variety of possibilities regarding coursework, internship, and MCEE structure were suggested. Robert said, "I'm not going to call out anybody on their expertise on the subject, but if somebody actually is an ESL teacher or ELL teacher who would teach a class, I think that'd be beneficial." While Robert was considering having an expert teach a class, Tania thought about ways to include experts in current coursework. She shared, "it would be great to have some ESOL teachers, for example, come in and talk about how classroom teachers can work with them to support...I think it's more powerful for them at this level to hear from practicing teachers." Henry also recommended, "There needs to be a lot more from people who are experts in teaching ELLs, including some of our TAs, who've had success doing that in inclusive classes locally."

Twelve candidates suggested their mentors, supervisors, and instructors encourage, require, or "allow" them to observe or collaborate with the ESOL teacher in their internships. According to Rachel, candidates were given a checklist to complete during their internship year, which included observing the ESOL teacher, yet the majority of the candidates did not do so. Rachel suggested that observing the ESOL teacher be a "mandatory requirement" within the internship, which she said would push her to make the time to talk with and observe the ESOL teacher. While most related written suggestions referred to regular opportunities to observe the ESOL teacher, one candidate

wrote, “mentors should work with the ESOL teachers.” Candidates not only wanted the to be able to leave their mentors’ rooms to observe the ESOL teachers, they also thought that mentors should model collaboration with the ESOL teachers in their internships.

As mentioned previously, Susan thought about having experts, such as the TESOL faculty, create a framework in which the MCEE could better prepare candidates to educate ELLs. Finally, Kent referred back to the idea of professional development for the MCEE faculty when he said, “one could presume that the faculty in second language education would be stepping up to take a prominent role in helping to support professional development for their faculty colleagues.” In the next section, I discuss the more specific suggestion of faculty coaching, which I discussed in more detail with Susan and Kent and other faculty in the program.

Suggestion 6: Faculty Coaching and/or Co-teaching

Problem-solving quickly came to the forefront of some of my interviews with teacher educators, thus I presented my own suggestion of having faculty coaching to obtain teacher educators’ feedback. In my interview with Susan, I suggested that a TESOL faculty member have one less course to teach to enable them to collaborate with a member of the MCEE faculty. Susan appreciated this idea, but wanted to avoid the “dipstick” method in which a TESOL faculty member co-teaches one lesson with the MCEE faculty and then they stop collaborating. “We’ve done that,” she said, “I think what we’re learning is that it’s bigger than that, right?” Susan envisioned a coaching system in which “there’s an intensive relationship between coach and instructor for let’s say a year, and then maybe a looser relationship for the next year or two. And then really, it’s sort of absorbed. The resourcefulness has gotten sort of equalized between the coach

and the person.” Susan decided, “so yes! I think as a starting point, if ...the TESOL faculty load, have one of their teaching assignments be being a coach.” Susan went on to recommend Tania as one of the faculty members who could “sign on” for coaching. Susan reported that the coaching would “have to be broached as a co-teaching assignment.” When I asked Tania about the coaching suggestion, she responded, “I would love that. I think I would learn absolutely the most. And that would be something I would want to research...that way, when I say, today we’re talking about read alouds or literature circles...then we come together, we co-teach, we co-plan, and then they’re like, this is how I would group my ELLs, or this is how I would do a read-aloud. I think that would be phenomenal.”

Kent provided additional recommendations to this initial suggestion—providing an incentive for faculty members or asking graduate students to participate. He suggested that the faculty members being coached could get a monetary incentive. “But,” he continued, “the outcome has to be how, over the course of the semester or year, they have revised their syllabus, or are revising their syllabus to incorporate perspectives of working with ELLs into a course that didn’t have those perspectives before.” He compared this idea with another program on internationalizing the college recently, in which funding was devoted for incentives for faculty incorporating international perspectives into their courses. Secondly, Kent suggested, “The coach could in fact be a grad student.” He explained that there could be a course and a practicum in which graduate students who specialize in Second Language Education could enroll. The graduate students would “be learning about coaching teachers, in this case, higher ed, and part of your work is going to be assigned to working with a faculty member to provide

that coaching. But then the coaches come back, and they talk with each other and they talk with the faculty member about how to revise, refine, elaborate, and extend.”

Although Susan and Kent had differing ideas, both provided creative possibilities for helping faculty in the MCEE guide candidates in learning more about educating ELLs.

Additional Suggestions

Four other recommendations came from my interviews with teacher educators and teacher candidates as well as teacher candidates’ written responses on the surveys. Eve suggested, “we need to pick candidates who themselves are more diverse, who themselves have lived life in ways that make them more aware of and responsive to the needs of diverse students.” Twelve candidates responded positively to my suggestion of having a class with TESOL teacher candidates, which relates to Kent’s suggestion of having MCEE candidates intern at the same schools as TESOL candidates.

Finally, although not specific to learning how to support ELLs in their teaching, fifteen candidates advocated for more extensive and more frequent formal or informal feedback on their teaching from both mentors and supervisors during their internship experience.

Conclusion

In this chapter, I presented findings from teacher candidates about how they learned to educate ELLs while they progressed in the MCEE, teacher educators’ perspectives on their efforts and what hindered their attempts to guide candidates in learning about ELLs. Then, I reported creative suggestions from all the participants in the program. In the next and final chapter, I discuss implications for this MCEE program, teacher education practice on a broader scale, and further research.

CHAPTER 6: DISCUSSION, IMPLICATIONS AND CONCLUSION

Contributions to the Field

This study adds to the literature on preparing teachers to work with linguistically diverse learners, because I explored how, when, and what teacher candidates learned about educating students learning English as an additional language as they moved through their thirteen-month MCEE program, which is an increasingly common alternative certification pathway. Prior literature on this topic of preparing candidates to educate ELLs either focused on the benefits of specific projects isolated from the rest of the pre-service program context (e.g. Sowa, 2009; Nero, 2009; Virtue, 2007); on collecting survey data to gather information on teacher candidates' dispositions toward socially just, culturally responsive teaching (e.g. Capella-Santana, 2003; Enterline et al., 2008; Kidd et al., 2008); or on programmatic case studies. Unlike the first set of studies, I provide an account of candidates' learning experiences in multiple contexts of their program, including their internship and several courses. I further the work of the second group of studies through gaining deeper insights into teacher candidates' dispositions through multiple interviews and observations, as well as making connections between their knowledge, skills, and dispositions and which learning experiences in the program impacted them. Finally, I see my work as an extension of that of McDonald (2005) and Athanases and de Oliveira (2011), who conducted case studies on teacher education programs. McDonald (2005) explored how pre-service programs helped candidates become socially just teachers, with attention to ELLs as one small piece of her larger project, whereas my more specific focus on candidates' opportunities to learn about educating ELLs helped me identify challenges and suggestions for how the program can

better connect candidates with ELLs in the future. While Athanases and de Oliveira (2011) identified implications for how teacher educators could help candidates learn about educating ELLs, their case study took place in a program that specifically aimed at preparing candidates to educate ELLs in a state in which ELL endorsement is required of all teachers. My dissertation provides a much-needed account of the challenges and opportunities prospective elementary teachers have in learning about the knowledge, skills, and dispositions of educating ELLs effectively.

Through data triangulation from focal candidates, weekly observations and interactions with the cohort in their teacher education classes, surveys administered with the cohort, and interviews with teacher educators, I found opportunities and challenges teacher candidates encountered when acquiring the knowledge, skills, and dispositions they need to educate linguistically diverse learners. These findings lead to important implications for practice and research. Before discussing implications, I revisit the conceptual framework of the knowledge, skills, and dispositions teacher candidates need to educate ELLs in order to revisit which of these the candidates did and did not have the opportunity to learn.

Revisiting the Conceptual Framework

Referring back to part of my conceptual framework—“The Knowledge, Skills, and Dispositions Teachers Need to Educate ELLs” (see Chapter 2, Table 1)—is a simple way to review how, if at all, the MCEE afforded candidates opportunities to learn how they can support ELLs in grade-level classrooms. I decided not to use this framework as guiding my findings in Chapter 5, so that I could move beyond simply the knowledge, skills, and dispositions teachers *need*, and could provide more detail about what teacher candidates reported they *learned*, and how and when they *learned* what they did. Because

this framework serves as a useful tool to connect the findings from my case study with the pre-existing literature on preparing teachers to educate ELLs, I revisit it now. While I did not participate in or observe all of the courses in the program, I reviewed course syllabi for the courses that I was unable to observe.

From my observations, I saw only the knowledge of Krashen's (1982) and Vygotsky's (1978) hypotheses presented by students who reviewed readings on one day of Henry's course. Some candidates observed differences in their students' abilities with social versus academic language, which was mentioned briefly in some teacher education course meetings. The differences between social language and the language proficiency needed for instructional competence (frequently discussed as Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency) and the amount of time needed for learning both, and the reasons for the differences were not discussed in any teacher education courses I observed. Experience learning a language other than English was neither a prerequisite nor a component of the MCEE program.

From individual and focus group data, it seems that the skills they primarily learned in their MCEE experience regarding working with linguistically diverse learners were to create a comfortable environment for learners and bridge students' prior knowledge with current teaching and learning. The import of these skills was addressed frequently in Tania, Henry, and Elizabeth's courses, and the strategies reviewed in Tania's classes provided a means through which candidates could enact these skills in the reading and language arts classroom. Unfortunately, some candidates also reported that they interpreted the opposite message—to cultivate an “us-them” relationship—from mentors and other teachers in their internship schools, such as when Becca was

suspicious of her students at the beginning of her internship or when Rachel said teachers need to “be very aggressive” with students at her school in our last one-on-one interview.

Although providing challenging and comprehensible input with opportunities for interaction was rarely mentioned explicitly in the MCEE coursework, candidates such as Robert and Becca told me about how they reflected on and adapted their speech to support ELLs who did not understand them in class. From what I observed, candidates did not have in-depth opportunities to learn the skills of teaching language form and function in the content areas or differentiate to connect students’ needs with standards-based curriculum. Aside from Becca, who learned skills to engage and support linguistically diverse learners from her action research experience, Oxiana, Robert, and Rachel informed me that they did not observe their mentors or other teachers at the school put forth effort to support students learning English as an additional language. In reference to her and her mentor, Rachel said, “we don’t really modify” the instruction for ELLs. When I asked candidates if they learned about linguistic forms, such as grammar or syntax or any information on how people learn second languages, they informed me that they did not learn about these topics in their teacher education courses. Moreover, Robert referred back to the mandatory reading language arts curriculum he had to teach and said, “I wouldn’t really feel comfortable right now teaching [grammar or sentence structure or syntax or morphology] to anybody because this school doesn’t focus on that type of stuff. The Toolkit is all about reading comprehension.” For the most part, the candidates did not provide additional linguistic support to help their students learning English as an additional language to overcome linguistic demands in their lessons. Rachel and others informed me that they did not learn how to differentiate instruction to support

ELLs in their classes, and that language form and function were not part of the highly structured reading curriculum they needed to implement.

As mentioned previously in this dissertation and by other scholars in the field (e.g. Zeichner, 1993; Irvine, 1990), developing positive dispositions is particularly difficult for candidates to articulate and/or to enact in practice. Valuing what students bring from home and learning about students' Funds of Knowledge was one of the major themes of Henry's diversity course. Candidates, such as Rachel, seemed to be torn between valuing what students brought with them from home and placing blame for students' low academic support on their "difficult" home lives or lack of parental support, which Zeichner (1996) describes to be a problematic disposition. Most candidates did not seem to be aware that language and culture mediate classroom expectations and assumptions about teaching and learning. For example, most candidates thought that ELLs who were beyond beginning levels of English language proficiency did not have different needs or strengths than students who were native English speakers, which is a misconception (Harper & de Jong, 2004). As mentioned previously, most teacher candidates expressed willingness to collaborate with ESOL professionals, yet few did.

These data about the opportunities that teacher candidates in the MCEE had to learn about knowledge, skills, and dispositions teachers need to effectively educate ELLs shows that although teacher candidates did learn some knowledge, skills, and dispositions for educating ELLs effectively in their grade-level classrooms, several misconceptions of teaching ELLs (Harper & de Jong, 2004) remain prominent in candidates' interactions with teacher educators in the MCEE program. Specifically, candidates heard that teaching students speaking English as an additional language is "just good teaching" in

one of their internship seminars, a notion that both Becca and Oxiana repeated near the end of their program. Robert observed that the ELLs in his class were simply placed with native-English speaking students who had low reading levels, which reifies another common misconception that all students learning English as an additional language follow the same developmental trajectory (Harper & de Jong, 2004). In the next section, I briefly discuss the challenges and opportunities candidates experienced in learning about the knowledge, skills, and dispositions they need to educate students learning English as an additional language.

Challenges and Opportunities to Learn about Educating ELLs in the MCEE

Three main, overarching difficulties and two powerful opportunities affected how candidates learned about supporting culturally and linguistically diverse students during their MCEE experiences. These challenges and opportunities that I describe in this section were present in both the internship structure and the teacher education coursework.

Challenge 1: Candidates observe and interact with mentors who do not model the knowledge, skills, and dispositions of educating all students equitably.

None of the candidates I interviewed had observed their mentors making accommodations for students learning English as an additional language or collaborating with the ESOL teachers. Rachel and Becca's reports of their mentors were more disconcerting. Not only did Rachel say that she and her mentor did not know what to do to support ELLs in their class, but also that with the student population of her school, she learned that she needed to emphasize discipline and be more aggressive than she would have needed to be in a school such as Promise Elementary, with students from

predominantly white, upper-middle class backgrounds. This reifies the predominant use of authoritarianism in urban schools, as illustrated by Haberman (1991) in his description of the pedagogy of poverty. Becca informed me that her mentors had an “us-them” relationship with students and that she sometimes viewed students as helpless. Patti also shared that her mentor rarely talked about supporting ELLs and was frequently out of the room doing other things while Patti struggled to support the ELLs and educate the entire class of twenty-seven students. That these are the first intensive models of teaching that candidates may experience in their socialization into the field is quite alarming.

Mentors who do not demonstrate culturally responsive pedagogy resonates with problems scholars have identified previously. When teachers hold low expectations or deficit views of students, for example, the children may then believe they are unworthy of good teaching, caring from others, or opportunities for future success (e.g. Irvine, 1990; Goodlad, 1990; Ladson-Billings, 1995; Zeichner, 1996; Gay, 2000). When teachers do not form close, personal relationships with their students, learning opportunities are hindered (e.g. Ladson-Billings, 1995; Noddings, 1984), because learning occurs more naturally in trusting relationships in which people share genuine interest in one another and the content. Sadly, multiple teacher candidates reported lower expectations—or in Rachel’s case of giving ELLs a “free ticket,” even no expectations—of students learning English as an additional language. Even worse than a lack of close relationships with students, candidates’ discussions provided initial evidence to support the idea that teachers and mentors enact the frustration-aggression hypothesis, which states that when a shared goal is not achieved and expressing frustration is socially acceptable, people will be aggressive toward others (Dollard, Doob, Miller, Mowrer, & Sears, 1939; Berkowitz,

1989). According to Berkowitz (1989), “a barrier keeping people from reaching an attractive goal they had expected to obtain can lead to open aggression,” especially when this aggression is “socially justified” (p. 71). Although I do not have more data to support this claim, Rachel and Becca’s comments about how their mentors interact with students indicates that showing aggression toward students was socially acceptable when teachers were frustrated with students who did not meet their expectations. According to candidates’ comments in interviews, when students did not meet their academic expectations, candidates first felt frustration, and then lowered their expectations of students.

In the case of teachers in elementary schools, then, academic progress among students is what Berkowitz (1989) would call an “attractive goal,” and teachers’ negative and sometimes aggressive interactions with students demonstrates that aggression is “socially justified.” That these norms of no expectations, frustration, and aggression with linguistically diverse students are prevalent among mentors who model expected practices, evaluate candidates based on their expectations, and frequently provide candidates’ initial insights into teaching in elementary schools has frightening implications. Not only might these teacher candidates adopt these negative dispositions of students and practices such as “embarrassing students,” they will increase students’ affective filter (Krashen, 1982), potentially hinder students’ academic success, and further the prevalence of negative attitudes among other teachers and students in their future careers.

Challenge 2: Candidates do not collaborate with ESOL teachers.

The majority of the teacher candidates in the MCEE did not collaborate with ESOL teachers. They did not observe their mentors collaborating with the ESOL teachers, and in most cases, they did not know how the ESOL teachers supported students. As Olsen (1997) argued, when ESOL teachers pull students out of their grade-level classrooms without collaborating with the grade-level teachers, ELLs often get stuck in an “ESOL ghetto,” in which they do not obtain the same educational opportunities as their native-English speaking peers. Peercy and Martin-Beltrán (2011) argue that synergetic, collaborative relationships among grade-level elementary teachers and ESOL teachers not only helps them gain insights into one another’s demands as teachers, but also furthers their understandings of the challenges ELLs face in the classroom and how they can come together to support students in overcoming these challenges. Unfortunately, although university-based teacher educators suggested that teacher candidates observe the ESOL teacher, the mere suggestion of it did not lead candidates to pursue this collaboration on their own accord.

Challenge 3: Candidates and teacher educators are unsure of how to support ELLs in elementary schools.

Both teacher candidates and teacher educators reflected and informed me that they still needed to acquire a great deal of knowledge about how to support ELLs in elementary schools, and this reflection was often identified as a reason for not accommodating ELLs in candidates’ internships or discussing accommodations for ELLs in course meetings. Rachel in particular frequently returned to the question of “What am I really supposed to do?” when we talked about working with English language learners during our one-on-one interviews. Such comments are influential, because, as Darling-

Hammond (2006) suggested, lack of self-efficacy and feelings of being ill-prepared can affect new teachers' behaviors. Bandura (1993) explained, "Self-efficacy beliefs contribute to motivation in several ways: They determine the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and their resilience to failures" (p. 131). For several participants in the MCEE, lack of self-efficacy seemed to minimize not only their initial efforts, but also their persistence in trying to improve the ways they worked with English language learners. Teacher candidates did not try to accommodate their instruction to support ELLs in overcoming language demands and teacher educators were still developing ways to guide candidates in doing so. Although these overarching challenges existed, two primary opportunities provide a more optimistic perspective about improved possibilities in the future.

Opportunity 1: Interacting with many children learning English as an additional language motivates candidates to improve how they support these students.

Of all the candidates in the program, Becca seemed to explore ways to support ELLs more than any of her peers. Becca said she was motivated by her own interest in learning about educating ELLs due to the fact that she interacted with so many students learning English as an additional language on a daily basis. In fact, all of the focal candidates seem to learn the most about ELLs' abilities and needs through observing and interacting with them. In addition to her progress with Luis, Becca learned that a student who seemed fluent in decoding did not comprehend the words she was reading. Robert recognized that students could not understand him, which caused him to reflect on and modify his speech. Oxiana observed a student develop social and literacy skills, which

she attributed to an increase in the students' comfort level in class. Rachel better understood her students' first language abilities during a conference with his mother. The candidates could not have gained these insights if they had not had the opportunity to work closely with the bilingual students in their internship classrooms. Moreover, Becca's experience conducting action research on how she could support students who were learning English as an additional language helped her attend more closely when reading articles related to the topic as well as improve her own practice.

Opportunity 2: All participants wanted to learn more about educating ELLs.

Burch (2007) identified participants' will, or desire, to put forth effort as a major influence on whether or not educational reform takes place. The majority of teacher candidates and teacher educators who participated in this study not only wanted to learn more about educating ELLs in elementary schools, but they were eager to discuss ways they could enhance their learning. This basic disposition—the recognition that they need and want to learn more in order better support English learners—is an important starting point for enhancing the ways participants can acquire the knowledge, skills, and dispositions of educating students learning English as an additional language. In communities of practice (Wenger, 1998), mutual accountability emerges when participants agree on “what matters and what does not, what is important and why it is important, what to do and not to do, what to pay attention to and what to ignore, what to talk about and what to leave unsaid” (p. 81). Thus, the agreement of all teacher educators and candidates that gaining the knowledge, skills, and dispositions to educate ELLs is a shared goal can assist the teacher educators in the MCEE to take strides toward this goal. In fact, their suggestions, which I reported in Chapter 5, lead to implications not only for

the MCEE but also for a broader audience of teacher educators. I discuss these implications in the next section.

Implications for Teacher Education Practice

Findings from my case study led to useful implications for practice. As participants suggested, rethinking the diversity course to include attention to linguistic diversity, having candidates interact with ELLs in their internships and talking with candidates about the ways they support ELLs in their instruction, collaborating with experts, and coaching teacher educators in the MCEE are important potential steps in connecting candidates with the knowledge, skills, and dispositions of educating ELLs. Next, I revisit participants' suggestions and I report additional implications for the MCEE and other, similar teacher education programs.

Additional Notes on Participants' Suggestions

At the end of Chapter 4, I reported five major suggestions that participants had for improving how the MCEE could connect candidates with ELLs and the unique knowledge, skills, and dispositions they need in order to effectively teach ELLs. Each of these suggestions offers important implications for the MCEE as well as potentially for a broader audience of teacher educators. First, candidates and educators wanted more attention to educating ELLs in the diversity courses, which they said focused more on theory than practice and more on racial diversity rather than multiple forms of diversity. While many aspects of culturally responsive pedagogy are useful when teaching all students, additional knowledge, such as theories behind second language acquisition and ways of supporting students in overcoming language demands in the classroom (Lucas & Grinberg, 2008) must be included in teacher education programs as well. Addressing cultural and linguistic diversity in only the diversity courses has the dangers of

compartmentalizing issues of diversity as separate from teaching and learning in the content areas (Zeichner et al., 1998; Gay, 2000) or providing only vague, basic concepts about learning a second language (Walker & Stone, 2011), but incorporating attention to linguistic diversity in these courses is an important first step.

Providing candidates with more opportunities to work with linguistically diverse learners in their internships—through interacting daily with students learning English as an additional language, observing and talking with the ESOL teacher, and discussing lesson planning and delivery of instruction with a focus on accommodating for ELLs—are excellent suggestions that can be implemented immediately through course assignments such as structured observations and interviews with reflection papers, conversations with supervisors specifically about adapting instruction for ELLs, and lesson planning workshops that revolve around meeting language demands. Many scholars (Merino, 1999; Hooks, 2008; Sowa, 2009; Virtue, 2007; and others) have suggested that to learn how to support linguistically diverse students, candidates must gain experience working with them. Yet systemic issues of school placements, such as choosing schools based on longstanding professional relationships, disparity in school quality between rich and poor neighborhoods, and severe tracking practices that separated students who received additional ESOL or special education services from their peers and limited the number of candidates in the 2010-2011 MCEE cohort who had frequent opportunities to interact with students learning English as an additional language and explore ways of adapting instruction to support them.

I recommend that teacher candidates be required to observe the ESOL teachers more than once at their schools, and that this requirement be listed in the internship

handbook for the MCEE program. Candidates can be given multiple focal points for each of the times they observe ESOL lessons—observing how their students interact in ESOL class as compared with how they interact in the grade-level classrooms, observing specific linguistic supports the ESOL teachers provide, and searching for teaching tactics that they can integrate into their own instruction. In addition to requiring that candidates observe the ESOL teacher, candidates could spend more time with other grade-level classrooms. In an interview, Becca informed me that another candidate interned in the “special ed class” of the same grade level, which led her friend to learn about supporting students with special needs while Becca learned about effectively educating students learning English as an additional language. Perhaps the three interns at this school, Lake Elementary—Becca, Rachel, and their friend, could have been encouraged to spend more time in one another’s classes, which would have help them gain knowledge, skills, and dispositions of working with a more diverse group of learners within the same internship placement. Additionally, university-based teacher educators and mentors must communicate more clearly about the expectations of the interns, given that candidates informed me that the lack of clear communication of expectations to their mentors hindered them from feeling comfortable about leaving their mentors’ classroom to observe the ESOL teacher.

Another major implication I presented to participants, about which they elaborated and provided alternatives, was the idea of faculty coaching and co-teaching that would occur among and between the MCEE and the TESOL faculty members in the college. Costa et al. (2005) shared positive results they had after leading a faculty institute on educating ELLs, but when I talked with faculty in the MCEE, we discussed

more intensive forms of professional development. Some principles for this type of faculty coaching—whether it be co-teaching between two faculty members, as Susan, the director of the MCEE, suggested, or coaching from TESOL doctoral students with faculty in the MCEE, as Kent, the former chair of the department suggested—exist. Specifically, Gallimore, Emerling, Saunders, and Goldenberg (2009) present coaching as a co-teaching model in which the coach connects theory and practice, models instruction, mentors, and provides feedback on the instructor’s lessons. Casteel and Ballantyne (2010) stress ongoing collaboration, which aligns with Susan’s vision of this form of intense professional development. Making such an initiative work would require clear goals, structures, infrastructure, and incentives for participating faculty, which I think could come together more seamlessly if one person or small group took a leadership role and initiated and managed this effort. Below are some implications that could enhance how candidates can learn about interacting and supporting ELLs in their pre-service teacher education programs.

Implication 1: Provide more frequent and richer opportunities for teacher candidates to learn from students.

As discussed previously, teacher candidates experience an intense and sometimes overwhelming learning curve during the MCEE program, which is likely common for both candidates in pre-service programs with similarly short lengths as well as new teachers in their first years of teaching (Feiman-Nemser, 2003). A great deal of what candidates learn, for better or for worse, is related to getting students to obtain high test scores and meet national standards for education rather than getting students to learn, and building relationships with them while doing so. Unfortunately, this focus on theory,

methods, national standards, and achievement in relation to test scores means, “attending to students as humans in search of meaning seems forgotten” (Whitcomb, Borko, & Liston, 2008, p. 6). With this sentiment in mind, providing candidates with opportunities to listen to and interact with students—about their lives, not just their academic achievement—is an important initiative in teacher education. Jiménez and Rose (2010) provided the example of taking teacher candidates to listen to a panel of secondary school students who were learning English as an additional language. During the panel, students requested that teachers have patience, get to know them personally, provide positive reinforcement and encouragement, and show genuine interest in building relationships with them. This type of activity is one way teacher educators can help candidates focus on students. Asking candidates to pursue action research with English language learners (Sowa, 2009) is another strategy for encouraging candidates to think about students as young people who have rich lives and unique learning goals for the future. Encouraging candidates to build relationships with students more holistically may help them to avoid feelings of frustration and to develop more creative and alternative ways to guide students in building their understandings of new concepts and skills in both content and language.

Implication 2: Become highly selective of mentors, provide professional development for those who agree to serve as mentors, and encourage collaborative relationships between interns and mentors.

Teacher educators not only need to select more diverse teacher candidates to enter the teaching profession (e.g. Irvine, 1990) and more diverse faculty at the university (e.g. Lucas & Villegas, 2002), but they also need to select mentors who will model and discuss

culturally and linguistically responsive pedagogy with teacher candidates (Cochran-Smith, 1991; Grant, 1994). Prior to selecting mentors, teacher educators at the university should take the time to observe their teaching and talk with them to determine how they foster communication with all students, including those learning English as an additional language. The mentor-intern relationship is very intense (Graham, 1997), and within the situated learning perspective (Lave & Wenger, 1991) that I adopt in this study, teacher candidates, or “newcomers,” learn from explicit and implicit messages from mentors, or “oldtimers.” Robert, Oxiana, Rachel, and Becca all informed me that their mentors did not make accommodations for ELLs or even build positive relationships with students in their classrooms in some cases. When selecting mentors, university-based teacher educators need to determine that the ways mentors interact with students provide models worthy of emulation among the next generation of teachers. Furthermore, additional professional development regarding the education of culturally and linguistically responsive pedagogy can be provided for those who wish to take on this influential role in teacher education programs. This professional development can include discussions of how mentors can support ELLs in their classrooms. Mentors should participate in a mentor orientation in which university-based teacher educators inform mentors that candidates are expected to observe and talk with the ESOL teachers at their schools.

At the very minimum, university-based teacher educators can clarify the expectation that interns are encouraged to think critically about mentors’ practices and discuss alternative possibilities for interacting with students in their lessons around similar content. When reconsidering the internship portion of the program, teacher educators in the MCEE can also think about ways of engaging candidates with more

constructivist practices with more culturally responsive mentor teachers. Framing the relationship between mentor and intern as more collaborative than hierarchical would enable candidates and mentors to learn from one another, so the candidates can question “how teachers’ everyday actions challenge or support various oppressions and injustices” (Zeichner, 1991, p. 11). Choosing culturally responsive mentor teachers and framing the student teaching internship in a way that enables teacher candidates to develop their abilities to “teach against the grain” (Cochran-Smith, 1991, p. 280) can help candidates to develop the knowledge, skills, and dispositions to educate ELLs.

Implication 3: Encourage collaboration between teacher candidates pursuing elementary certification and those pursuing ESOL certification.

In the 2010-2011 academic year, most professional development schools partnering with the MCEE program had candidates in *either* the elementary *or* the ESOL certification programs. Having candidates pursuing *both* certifications intern in the same schools, and potentially creating assignments or activities that require interaction and discussion between the candidates in the two programs could foster collegiality and collaboration among teacher candidates, which would not only enhance their practice in their internships, but also have positive effects on their mentors and the schools in which they would teach in the future. Kaufman and Brooks (1996) documented a teacher education strategy in which prospective ESOL teachers and science teachers enrolled in a course together named “Language and Science: A Multicultural Perspective” (p. 237), which included a field component. The course enabled candidates from both groups to guide one another in understanding the demands students face in trying to learn language and science and to collaboratively develop lesson activities for students (Kaufman &

Brooks, 1996). Sakash and Rodriguez-Brown (2011) report that building collaboration between bilingual and mainstream teacher candidates in pre-service teacher education encourages all candidates to consider the needs and strengths of bilingual students. Certainly, either placing candidates from both the TESOL programs and the MCEE or restructuring the curriculum of the programs to enable candidates to take one course together—ideally both—could help them value and foster collaborative relationships as they enter the profession. In the College of Education in which the MCEE takes place, a course on teaching ESOL students reading and writing in the elementary content areas exists, which could perhaps be connected with one of the required literacy courses in the MCEE. In their article, Peercy and Martin-Beltrán (2011) indicate that teacher education programs should do more to foster collaboration between grade-level and ESOL teachers, and this could occur between interns in various programs as well as interns with highly experienced teachers at their internship sites.

Implication 4: One individual or small group of teacher educators, potentially from the TESOL faculty, could take on a leadership role.

Melnick and Zeichner (1995) suggested, “teacher education for diversity is the responsibility of the total institution” (p. 17). I, and the teacher educators I interviewed in this study, agree that all teacher educators hold responsibility for preparing teacher candidates to work with culturally and linguistically diverse students. While I ideologically agree with Melnick and Zeichner’s (1995) argument that to prepare candidates to work with diverse learners, teacher educators must have a “sense of shared responsibility” and “acknowledgement of shared expertise” (p. 17), the participants in this case study indicated that they crave leadership in addition to collaboration. I

recommend that an individual or small group of individuals take on the responsibility of becoming transformative leaders in guiding the MCEE faculty to discuss and plan ways to provide candidates more frequent and more meaningful opportunities to learn about educating ELLs.

Framing leadership as transformative can help teacher educators embrace true collaboration and shared responsibility along with the notion of having a leader. Transformative leadership “implies a process where there is movement—from wherever we are now to some future place or condition that is different” with “intentionality...directed toward some future end or condition which is desired or valued” (Astin & Astin, 2000, p. 18). When reporting impressive efforts to build collaboration between bilingual and mainstream teacher candidates, Sakash and Rodriguez-Brown (2011) emphasized, “success depends on having faculty with the expertise and commitment to take the lead on developing programs, seeking funding, coordinating the programs, and reaching out to colleagues for their involvement and input” (p. 156). While TESOL faculty members may have the expertise in supporting English language learners, any member of the MCEE faculty could take on the role of leading group discussions toward the aim of a more coherent, shared, and purposeful vision of ways the MCEE could better connect candidates with ELLs and the unique knowledge, skills, and dispositions needed to educate them.

Implication 5: Engage teacher candidates in a multipronged approach to learning about educating ELLs.

Spending one class session in a semester-long course is far from an adequate attempt at guiding candidates in attaining knowledge, skills, and dispositions for working

with multicultural populations (Zeichner, Grant, Gay, Gillette, Valli, & Villegas, 1998). Indeed, from my findings through interviews and observations, it seems that candidates experienced such a large learning curve during the MCEE that remembering one or two isolated course sessions on educating students learning English as an additional language was difficult for them, with the exception of the day on ELLs in Eve's mathematical methods course. Every focal candidate, as well as some other candidates in the cohort, remembered key ideas from Eve's class session on teaching mathematics with ELLs. In contrast to the one day in Henry's course in which groups of candidates presented summaries and questions about the readings on instructing ELLs, candidates participated in multiple activities when they focused on instructing ELLs in Eve's class. Not only did Eve ask candidates to read two articles and discuss these in class, she also asked them to complete online written reflections and discussions on the articles; participate in their own language and numeracy learning experience with Arabic language, Korean numbers, and the "sixers" counting system; and have their choice of interviewing a language learner or observing and interviewing an ESOL teacher about learning mathematics and language simultaneously. Eve's combination of activities and assignments helped candidates to remember at least some of what they learned in that class session several months later.

In addition to engaging candidates in multiple activities around educating ELLs, Eve chose readings that connected concepts of teaching linguistically diverse learners with concepts about the teaching and learning of mathematics. Connecting knowledge, skills, and dispositions of teaching ELLs with specific content areas and avoiding more generic suggestions helps candidates understand ELLs' experiences of learning language

while learning content (Walker & Stone, 2011). Choosing these readings that connect to the content area may have helped candidates see the relevance of discussing culturally and linguistically responsive education, a connection which teacher education practice sometimes fails to make (Gay, 2000). Eve may have revisited knowledge, skills, and dispositions related to educating linguistically diverse students less formally on other days in her methods course, too, which might have helped to build candidates' understandings. In any case, the candidates were able to remember key ideas about how they could support ELLs from that day in the mathematics methods course, which points to the importance of moving beyond readings and discussion.

Implication 6: Embrace uncertainty.

In his article about encouraging teachers to embrace anti-oppressive education specifically with students who are Lesbian, Bisexual, Gay, and Transgender, Kumashiro (2004) argued, “we need to learn to want to teach in ways that center the uncertain elements of our teaching” (p. 115). Kumashiro’s argument to gain comfort with uncertainty in education echoes that of others who explained the complex nature of teaching (see, for example, Lampert, 2001, Darling-Hammond, 2006). Kumashiro suggested, “perhaps the desire for certainty and control is what has prevented us from imagining and engaging in ways of teaching that would allow us to escape the oppressive relations that have seemed inescapable in education” (p. 115). In other words, embracing uncertainty can allow teacher educators and candidates to stop worrying about whether the ways we support ELLs is the correct or best way of supporting them, and begin creating new ways to help linguistically diverse students build connections with teachers, other students, and content in the curriculum.

Embracing uncertainty in teaching and learning can enable teachers and teacher educators to step away from a focus on methods and content in order to bring human interaction to the center of instructional decision-making. As Bartolomé (1994) argued, “we must humanize the educational experience of students from subordinated populations,” which requires “that we cease to be overly dependent on methods as technical instruments and adopt a pedagogy that seeks to forge a cultural democracy where all students are treated with respect and dignity” (p. 190). Rather than letting lack of self-efficacy of knowing how to enact one best method destroy our motivation and persistence in learning how we can support ELLs, embracing uncertainty can enable teacher candidates and teacher educators to persist resiliently in acquiring the knowledge, skills, dispositions, to help us support individual students who are learning English as an additional language.

A Note about Policy

Upon initial consideration of this topic, I advocated for policies to include explicit attention to preparing teachers to educate linguistically diverse learners in pre-service teacher education programs. After conducting my literature review, I realized that policies requiring teachers to learn about educating ELLs do not lead to consistently powerful teacher education (Merino, 1999). Such policies can even sometimes result in detrimental effects for students who are learning English as an additional language in K-12 schools, such as a reductionist approach to using simple strategies or scripted curriculum to help ELLs (Harper & de Jong, 2009; Bartolomé, 1994). Talking with teacher educators in the MCEE reminded me that, for better or for worse, mandates from accreditation institutions such as NCATE and statewide and national policies provide a foundation for many of the decisions teacher educators make in programs such as the

MCEE, including choices around administration, instruction, internship placements, and assessment of candidates. During the 2010-2011 academic year, teacher educators in the MCEE informed me that they would soon be adopting and implementing the Teacher Performance Assessment, an initiative from AACTE and Stanford University (AACTE, 2012). This new performance-based assessment will include explicit items to assess how teacher candidates support linguistically diverse learners in their instruction (such as, “Select one key language demand related to the literacy central focus. Explain how you will support students with varied language needs” (Stanford Center for Assessment, Learning, and Equity, 2011, p. 5). Eve suspected this new assessment would guide teacher educators in reconsidering how they prepare candidates to succeed in supporting ELLs. The intense pressures that mandates can have on teacher educators to the point at which other goals, such as helping candidates to learn about educating linguistically diverse students, are pushed to the periphery, suggests that policymakers should attend to the unique knowledge, skills, and dispositions teachers need to work with ELLs when developing policies and requirements for pre-service teacher education and in-service professional development for K-12 teachers.

Summary of Implications for Practice

Teacher educators and teacher candidates in this study used their experiences to make important suggestions for the MCEE program regarding the instruction of ELLs, which included adapting the diversity course, placing candidates in internship schools with diverse learners, attending more to candidates’ accommodations for ELLs in their planning and delivery of instruction, and giving teacher candidates opportunities to collaborate with ESOL experts. Participants and I also discussed various possibilities for professional development regarding the education of ELLs among the MCEE faculty. I

added the implications of choosing mentors more selectively, bringing teacher candidates pursuing elementary certification and those in the TESOL certification programs together, encouraging one person or group to engage in transformative leadership on enhancing teacher preparation for ELLs in the MCEE, engaging candidates in multiple activities and assignments revolved around educating ELLs in the MCEE coursework, embracing uncertainty, and asking policymakers to reconsider their attention to preparing teachers to work with ELLs. Each of these implications for practice stem directly from the challenges and opportunities the candidates in the 2010-2011 cohort experienced when learning the knowledge, skills, and dispositions they need to educate students learning English as an additional language. While my study contributes to the literature on this topic of providing candidates with opportunities to connect with ELLs, both the findings and the limitations of my study lead to implications for further research, which I present next.

Limitations of This Study and Implications for Further Research

My data, findings, and implications are limited because in my attempt to garner greater insights into multiple experiences that candidates had in the MCEE program, my grain of analysis was neither micro nor macro exclusively. Through employing the methods I chose, I was able to gain valuable insights into the opportunities and challenges both candidates and teacher educators experienced in building candidates' capacities to support English language learners in their grade-level classrooms during the MCEE program.

Explore the same topic with a narrower or broader scope.

Following one or two focal candidates more regularly into their classrooms at their internship sites, rather than trying to work with four focal candidates and the entire

cohort through observations of coursework, would have enabled me to see how the contextual factors of their internships and their relationship with students and faculty at the school affected their development as new teachers. Closer and more frequent interactions with candidates and their work with students would allow researchers to conduct fine-grained discourse analysis on how they interacted with English language learners in the classroom and how they talked about these interactions with colleagues in their teacher education program. Alternatively, broadening the scope to explore how teacher candidates in multiple alternative, pre-service master's with certification programs could provide insights into how different institutions with the same parameters of statewide teacher education requirements manage to connect teacher candidates with students learning English as an additional language. Widening the scope of the research would enable scholars to determine the prevalence of the problems and opportunities I identified in this case. Aside from adjusting the scope of the data collection, other related topics can be pursued in future research on guiding teachers to educate culturally and linguistically diverse students effectively.

Explore how mentors with varying backgrounds affect teacher candidates.

I suggested that teacher education programs select mentors who embrace and enact culturally responsive pedagogy, and who have experience supporting English language learners in their classrooms. It would be interesting to explore mentors' knowledge, skills, and dispositions of educating ELLs prior to working with interns, and then determine how mentors' differing knowledge, skills, and dispositions may affect the opportunities teacher candidates have to learn about supporting ELLs during their teacher education programs. For instance, to what extent would mentors with an additional

endorsement in teaching English as a Second Language provide better and more frequent opportunities for candidates to learn about supporting ELLs? Would candidates who work with more culturally responsive mentors develop differently than those who work with mentors who are less culturally responsive? Collecting more data to answer these questions would provide insights into how mentors' background, knowledge, and dispositions may affect teacher candidates if other factors, such as school culture at the internship site and coursework in the teacher education program, remained constant.

Document the processes and products of implementing implications for practice.

Because teacher educators in the United States still are developing their abilities and strategies to provide opportunities for teacher candidates to learn about educating students learning English as an additional language, disseminating information about the attempts we make to facilitate candidates' learning about ELLs is especially urgent. As discussed in Chapter 2, several researchers have described strategies that they found had positive effects on teacher candidates' learning about educating ELLs. More detailed explanations of the challenges teacher educators and teacher candidates encounter while implementing such efforts—and how they overcome these challenges to enhance candidates' learning about ELLs—can continue to help teacher educators improve their practice. In addition, comparing different teacher education practices and connecting teacher preparation with student outcomes could provide further insights into which practices afford teacher candidates the preparation they need to support all learners (Hollins & Guzman, 2005).

Explore how teachers continue learning about supporting ELLs in their first years of teaching.

New teachers continue learning long after they complete their pre-service teacher education programs (Feiman-Nemser, 2003), thus following teacher candidates from their pre-service programs into their first years of teaching would provide further insights into how they develop their knowledge, skills, and dispositions of supporting ELLs in their classrooms. One teacher candidate from the 2010-2011 cohort obtained a job teaching first grade in the local area, and upon realizing that more than half of her students were learning English as an additional language, she informally asked me for help or resources that could assist her in learning how to work with these students. While our interaction shows that the MCEE can improve the opportunities it provides candidates to learn about educating ELLs, it also suggests that teachers will continue to experience a large learning curve in their first years of teaching, as described by several researchers (Fiemen-Nemser, Sharon, Carver, Yusko, 1999; Feimen-Nemser, 2003). How she and the other candidates from the cohort continue learning about educating ELLs in their first years of teaching would inform the education community about how enculturation into the profession and specific schools can influence new teachers' abilities to embrace culturally and linguistically responsive pedagogy.

Document the processes and products of in-service professional development for teachers.

Along with exploring how prospective and new teachers continue to learn about supporting students learning English as an additional language, an investigation of the processes and effects of in-service professional development focused on guiding teachers to support ELLs in their instruction is an important line of research for the future. In the districts surrounding the MCEE, various forms of professional development for teachers

have been taking place. In most counties, teachers such as Melissa attend half-day workshops in which presenters discuss major ideas of supporting ELLs, such as providing nonverbal supports, one or several times each year. In some schools in Allen County, ESOL teachers were promoted to “instructional coaches,” a role in which they worked with grade-level or content-area teachers to give them suggestions on how they could better support ELLs in managing and overcoming linguistic demands. In the future, practitioners and researchers can investigate the benefits of various forms of professional development for both teachers and their students who are learning English as an additional language.

Find ways to encourage new teachers to respond to English language learners in their instruction.

Candidates seemed to focus on students’ status as language learners more than as children who are learning grade-level content, which admittedly may have been a result of the way I framed and focused my questions on supporting students learning English as an additional language. When Becca and I discussed the SIOP model (Echevarría, Vogt, & Short, 2008), she informed me that it helped her in proactively planning instruction in ways that could support language learners, such as providing opportunities for interaction and explicitly presenting key vocabulary words. In interviews with Becca and the other candidates, I heard candidates talk about students who did not behave in the ways they expected (e.g. not listening during instruction or giving accurate responses to teacher questions in class), but I wondered what opportunities candidates had to attend and respond to student thinking. Tania asked candidates to observe specific students in their classes and take anecdotal notes on individual students, but this assignment focused

largely on Developmental Reading Assessment abilities and other forms of formal, content-specific assessments. I reexamined the SIOP protocol to determine how teacher *responsiveness* to students is addressed.

Upon closer inspection of the SIOP observation protocol (Echevarría et al., 2008), I noticed that attending and responding to student thinking, interactions, and behaviors is not addressed, with the exception of one note to provide feedback on student assessments. The key components of the SIOP are writing objectives, building background knowledge, providing comprehensible input, scaffolding with strategies, providing opportunities for student interaction and application of new concepts, lesson delivery, and assessment. Unfortunately, the SIOP focuses primarily on teacher actions and structuring student interactions, but it fails to guide candidates in responding to students' contributions in class. While sheltered instruction methods such as the SIOP protocol can help teachers consider ways they can support ELLs in meeting and overcoming linguistic demands such as understanding content-specific vocabulary, these linguistic supports should not preclude or distract teachers from attending and responding to students' sense-making in grade-level and content area classrooms (Conlin, Powell, Elby, & Daniel, 2011). Including items such as attending to student thinking and ways teachers can respond in future editions of the SIOP or other protocols for supporting ELLs—including performance-based assessments— can encourage and remind teacher candidates to view students learning English as an additional language as children who are learning more holistically, rather than as students who are learning English specifically. Including such items on protocols and researching the ways pre-service and in-service teachers benefit from a revised protocol could further ways teacher educators

can guide teacher candidates in working with students who learn English as an additional language.

Conclusion

My goal in conducting this study was not only to reiterate the increasingly urgent need for teachers to have more opportunities to learn the knowledge, skills, and dispositions of educating students learning English as an additional language effectively, but also to detail what is problematic and promising in pursuing this objective in a thirteen-month, pre-service, alternative teacher education program. As teacher educators and researchers in education, we undoubtedly have a “moral debt”—or “a disparity between what we know is right and what we actually do” (Ladson-Billings, 2006, p. 8)—regarding how we provide candidates opportunities to acquire the knowledge, skills, and dispositions to educate English language learners. In my study, I found that systemically, the educational community both in K-12 schools and higher education contexts seems to remain oblivious to the needs and resources that linguistically diverse students have. Specifically, teacher candidates did not have rich opportunities to learn about educating ELLs in their teaching internships due to the school communities’ lack of discussion and attention to ELLs in their population. Thus, the larger sociocultural contexts affected how individual teachers learned knowledge, skills, and dispositions of educating elementary school students.

Fortunately, enhancing the quantity and quality of the clinical component of teacher education programs is a current and growing trend in teacher education reform (Zeichner, 2010; NCATE, 2010; Imig, Wiseman, & Imig, 2011). NCATE’s Blue Ribbon Panel (2010) in teacher education specifically emphasized the need for high-quality mentor teachers, multiple mentors or an overall shift toward the medical model of clinical

practice teams centered on helping learners, and closer partnerships and communication with local school districts. Both Darling-Hammond (2010) and Zeichner (2010) reiterated that teacher candidates need to learn how to be teachers while teaching in K-12 classrooms, and that teacher educators in both K-12 and university settings need to work together more closely to help candidates develop the knowledge, skills, and dispositions to educate students effectively. This recent trend in the research for reform of teacher education leads to questions of what and how teacher candidates learn from their clinical experiences and how their clinical experiences connect with what they learn in their coursework – questions that I was able to begin answering in this dissertation.

In this project, I identified more specific problematic and promising experiences teacher candidates had in learning to teach ELLs throughout their MCEE program. Learning to educate linguistically diverse students was so far in the periphery of some candidates' teacher preparation experiences (Grant & Secada, 1990; Ladson-Billings, 1991; Zeichner, 1993; Villegas & Lucas, 2002; Cochran-Smith, 2004) that they were unsure of whether or not some of their students received English language learning supports as far as seven months into the school year. One teacher candidate thought that she should give ELLs "a free ticket" on his schoolwork and others thought that learning to teach ELLs could wait until they learn other aspects of teaching. On the other hand, another teacher candidate gained knowledge, developed skills, and ultimately earned her endorsement to teach ESOL. During the MCEE, every teacher candidate had experiences that helped and hindered them in acquiring the knowledge, skills, and dispositions that teachers need to support students learning English as an additional language in elementary schools. Although my aim in this project was to explore how prospective

elementary teachers learn to educate ELLs in their pre-service program, the findings about what and how candidates learned from their teaching practicum can inform the teacher education community as it continues to consider improvements to the clinical portion of pre-service programs, evaluate teacher candidates, selectively choose mentors, and develop clinical practice teams.

Ultimately, we, as teacher educators, can increase the frequency and the quality of opportunities candidates have to learn about educating students learning English as an additional language. As Zeichner put it, “Those of us who say we are concerned about genuine teacher development need to ensure that the connection to ‘*everyone*’ is not forgotten.” (1993, p. 15, emphasis added). Connecting teacher candidates with students learning English as an additional language, and the unique knowledge, skills, and dispositions needed to support these linguistically diverse students, is imperative, not because the population of school-aged ELLs is increasing, but rather because we should be interested and engaged in preparing teachers to support *each student* who enters their classroom. We must stop giving “a free ticket” to children in K-12 schools, teacher candidates and in-service teachers, and teacher educators, and instead continue to work toward teacher education programs that emphasize both equity and excellence for all students.

APPENDIX 1: INITIAL QUESTIONNAIRE FOR MCEE COHORT
Questionnaire: Preparation to Teach English Language Learners 9/13/2010

Name: _____ Email: _____

What do you know about teaching English Language Learners?

What questions or concerns do you have about teaching English Language Learners?

What sources have influenced how you teach English Language Learners?

What are your expectations of the MCERT program regarding your preparation to educate English Language Learners?

Are you interested in participating in this project?
_____ (yes) _____ (maybe) _____ (no)

APPENDIX 2: INITIAL TEACHER CANDIDATE INTERVIEW PROTOCOL

Sample Interview Questions and Comments:

- How would you describe yourself? How would you describe your cultural and linguistic background?
- What kinds of intercultural experiences have you had?
- How did you decide to become a teacher?
- How did you decide to enroll in the MCEE?
- Where did you grow up? What were your elementary and secondary schools like?
- What do you know about teaching English language learners?
 - o How did you learn that?
- What questions and concerns do you have about teaching ELLs?
- Which grade are you teaching in your internship?
- Are any of your students in your internship class learning English as an additional language?
- What were your expectations of the MCEE program?
 - o Is the program generally meeting your expectations so far?
- What were your expectations about learning to educate ELLs in the MCEE?
- So far, how has the MCEE helped you learn about educating ELLs?
- How do you think the MCEE could better prepare you to educate ELLs over the next eight months?
- What would you like to see change about your MCEE experiences?
- Would you like to keep working with me?
 - o I would like to observe you and a few of your colleagues teach a few times, if your mentor agrees. Then I would like to interview you several times over the course of the rest of your MCEE program.
 - o Thank you!

APPENDIX 3: SUBSEQUENT TEACHER CANDIDATE INTERVIEW PROTOCOL

Sample Interview Questions and Comments:

- Thank you for sharing your time with me and letting me come to your class.
- Tell me about a typical day in your internship.
- How have your connections with students developed?
- What did you do with students before I came in today?
- How did you decide to...(e.g. use a worksheet to review fractions; make the cards on simple machines; ask those questions)?
- Are there any English language learners in this class?
- How did you accommodate your instruction for English language learners?
- Do you generally make accommodations in your instruction for English language learners?
- Last time, you mentioned...Have you come to any new understandings about that since our last interview?
- Tell me about a time you learned a lot about educating English language learners since our last interview.
- Who has taught you the most about educating English language learners since our last interview?
- Do you think you're more able to write a lesson plan that accommodates for ELLs than some of your classmates who haven't had the opportunity to work with ELLs?
- Can you think of an ideal system for educating ELLs in elementary schools?
- How do you think you'll try to learn about educating ELLs in the future?
- A lot of people think ELLs' academic progress is primarily the responsibility of the ESOL teachers. What do you think about that?
- How well do you think the MCEE is preparing you to work with culturally, linguistically, and economically diverse learners?
- What do you think the main roles of a teacher are?
- How would you describe an ideal student?
- How often do you reflect on the interactions between students and between the students and you in your classes?
- How often do you reflect on your assumptions of teaching and learning and how these differ from your students' assumptions of teaching and learning?
- What would you and your mentor do if 3 new ELLs entered your class next week?
- How does your mentor accommodate her instruction for ELLs?
- How often and in what ways does your mentor collaborate with the ESOL teacher?
- You mentioned...can you tell me a little more about that?

APPENDIX 4: REFLECTION SHEET FOR FOCUS GROUP WITH FOCAL CANDIDATES

Written Reflection:

When did you learn about teaching and interacting with bilingual students?

- Early Childhood:
- Elementary school:
- Secondary school:
- Bachelor's degree:
- Pre-MCEE:

MCEE:

- June:
- July:
- August:
- September:
- October:
- November:
- December:
- January:
- February:
- March:
- April:
- May:
- June:

Draw a picture or write a description of how you'll feel if you teach a class with many ELLs next year.

Interview Prompts:

- Can everyone share what they drew and maybe give a brief description?
- Broadly speaking, what do you think helped you learn about educating students learning English as an additional language this year?
- What hindered you from learning about educating ELLs during the MCEE?
- I was wondering about ... (e.g. more structure; additional diversity courses). What do you think of that idea?
- How do you think you've changed this year?
- What do you hope to do next?
- Would you mind if I looked at your portfolios and/or action research papers?

APPENDIX 5: ADDITIONAL CANDIDATES FOCUS GROUP PROTOCOL

Sample Interview Questions and Comments:

- Where do you teach for your internship?
- How would you describe the student population in your classes?
- The MCEE mission statement says that the program will prepare teachers who can respond to individual students and exercise cultural proficiency and prepare you to teach in schools with culturally, linguistically, and economically diverse student populations. How well do you think the MCEE is achieving its mission so far?
 - o Why?/How come?/Can you explain that a little bit more?
- So far, when and where did you learn about teaching linguistically diverse students in this program?
- Suppose you walk into your internship next week and 3 new ELLs transferred into your class. What would your mentors do? What would you do?
- Some people argue that ELLs' academic progress is primarily the responsibility of the ESOL teachers. How would you respond?
- How frequently do you reflect on your assumptions of teaching and learning and how these may differ from your students' assumptions?
- Tell me about what you think of ELLs. What needs do they have as learners? What capabilities do they have? What questions do you have about teaching ELLs?⁸
- Ideally, what would the program do to prepare you to teach ELLs?
 - o Assignments? Class activities? Internship structure?
- Do you think teachers should be responsible for challenging the status quo and advocating for more equitable practices?
- How confident do you feel in your abilities to teach ELLs? What will you do next year if your class has a majority of ELLs?

⁸ This question is adapted from Conklin's (2006) question about teaching social studies with middle school students.

APPENDIX 6: TEACHER EDUCATOR INTERVIEW PROTOCOL

Sample Interview Questions and Comments:

- What roles do you have in the MCEE this year?
- What experiences do you have teaching?
 - o What experiences do you have teaching ELLs?
 - o What types of professional development have you had regarding teaching ELLs?
- What needs and capabilities do you think ELLs have?
- What skills do you think are important when working with ELLs?
- What questions do you have about teaching ELLs?
- What do you think candidates need to know or be able to do to teach ELLs?
- A lot of people argue ELLs' academic progress is primarily the responsibility of ESOL teachers. What do you think?
- How important do you think it is for the MCEE to prepare prospective elementary teachers to work with ELLs?
- When and how are teacher candidates prepared to educate ELLs in the MCEE?
- What opportunities do you see in preparing candidates to educate ELLs?
- What challenges do you see in preparing candidates to educate ELLs?
- Many educators argue that, in order to teach ELLs successfully, all teachers need specialized preparation that enables them to understand the particular needs and characteristics of ELLs and strategies for teaching them. What do you think about this?
- Can you describe any activities or assignments that you designed that help candidates think about educating ELLs?
- What would help you better prepare candidates to educate ELLs?
- Who or what other resources can you turn to if you want to learn more about preparing candidates to work with ELLs?
- How do you think we could improve how the program prepares candidates to educate ELLs?
- The NCATE standard 3.2 for elementary education states that candidates should understand how elementary students' learning is influenced by individual experiences and prior learning, including language, culture, and family values. How do you think the program meets this NCATE standard?
- NCATE standard 3.5 states that candidates should understand communication theory, language development, and the role of language and cultural differences in learning among elementary students. When and how do you think the program addresses this NCATE standard?
- The MCEE mission statement says, "We seek to prepare teachers for successful careers in public schools with culturally, linguistically, or economically diverse school populations." How well do you think we're fulfilling this mission?
- What type of infrastructure, leadership, or collaboration do you think is needed for the MCEE to prepare candidates to work with ELLs?

APPENDIX 7: FINAL SURVEY FOR COHORT

MCERT Survey
confidential. ☺

Please do not write your name.

This is anonymous &

Your gender: _____ Your ethnicity: _____
Languages you speak fluently: (1st language) _____ (2) _____ (3) _____

Your undergraduate major: _____

Your students' demographics (Do your best to estimate/remember the student population in your primary mentor's class):

Total # of students: _____ # of bilingual students/ELLs: _____ # of African Americans: _____ # of Latinos: _____ # of European Americans: _____ # of Asian/Asian Americans: _____ # of students with IEPs: _____ # of Above-Grade-Level students: _____ # of Below-Grade-Level students: _____ # of students with FARMS: _____

1. What is the MAIN reason you joined the UMD MCERT in elementary education?
 - a. Personal connection/recommendation
 - b. Duration of the program
 - c. Cost of the program
 - d. Mission and scope of the program
 - e. Other: _____
2. What are your post-MCERT goals for the upcoming year?
 - a. Teach full-time in an elementary school in MD/DC
 - b. Teach full-time in an elementary school in another state
 - c. Teach abroad
 - d. Work outside the teaching profession
 - e. Other:
 - How did you make your decision (a, b, c, d, or e)?

3. Circle the reasons that impacted your decision to teach:
 - a. Someone in my family teaches
 - b. I've been told I'd be a good teacher
 - c. I didn't like my job, but my favorite part of that job was training/teaching others
 - d. Other: _____
4. What type of job did you have after your bachelor's & before your master's degree?
 - a. I graduated with my bachelor's degree in May and joined the MCERT in June.
 - b. I have worked full-time as a _____

c. Other: _____

5. How well do you believe the program prepared you to work with English language learners in elementary schools?
- a. Very well b. Somewhat c. Not very well d. I don't care.

6. How important do you think it is that you learn about teaching English language learners in elementary school?
- a. Extremely b. Not very important c. Somewhat important
d. I don't care.

* Can you explain your opinion?

7. How much did your mentor teacher collaborate with the ESOL teacher at your school?
- a. Frequently b. Sometimes c. Rarely d. Never.

8. Did you shadow the ESOL teacher in your internship placement?
- a. Yes
b. No
i. If yes, what did you learn from the ESOL teacher?

9. Many people believe the academic progress of bilingual students is primarily the responsibility of the ESOL teacher. What do you think?
- a. I agree. b. I somewhat agree. c. I disagree d. I'm not sure.

10. How confident would you feel if you teach in a class with 5 or more English language learners next year?
- a. I would feel very confident.
b. I would feel very stressed.
c. I have no idea.
* Why?

11. Write about a specific time you learned a lot about teaching English language learners over the past 13 months. Where were you? What were you doing?⁹

⁹ Adapted from Conklin's (2006) question from her survey on preparing teachers to teach social studies with middle school students.

12. How will you seek professional development to teach culturally and linguistically diverse students in your future teaching career?

13. How would you describe your relationships with the teachers in your internship this year?

- a. I really trusted my mentors and all the teachers in the school.
 - b. I didn't feel a strong connection with my mentors and other teachers in school.
 - c. I felt a strong connection with my mentors, but their practices differed greatly from the practices I learned from my university professors and supervisors.
 - d. Other:
-

14. I believe that

- a. Schools provide equal opportunities for all.
 - b. Schools reproduce social inequalities.
- * How?
-

15. How often do you reflect on how your assumptions of teaching and learning differ from your students' assumptions of teaching and learning?

- a. I reflect daily on my students' interactions in class, but I don't have much time to reflect deeply beyond that.
- b. I reflect all the time.
- c. Although the program sometimes encourages us to reflect, I think learning new teaching strategies is more important than reflecting on my growth as a teacher.
- d. I don't really have time to reflect in this program.

16. Rank order the most important skills in teaching (with 1 as most important and 7 as least important, if you describe another essential skill in the blank below):

- ___ teaching lessons that impart skills and knowledge from the county curriculum
 - ___ maintaining discipline
 - ___ questioning & critiquing the county curriculum
 - ___ preparing students to succeed on mandatory assessments
 - ___ increasing equitable practices (& disrupting inequitable practice) in schools
 - ___ building strong relationships with other individuals (students and teachers)
-

17. As you've learned, sometimes reality can differ from our ideal teaching and learning situations. In the below table, rank order the most important goals in teaching English language learners in an elementary school (with 1 as most important and 5 as least important). Your realistic goals may be the same or different as your idealistic goals.

Idealistic	Realistic	GOALS
		helping them assimilate into American schools and society
		keeping them engaged in some academic tasks while I work with my class
		teaching conversational English language skills
		encouraging them to think critically
		guiding them in acquiring grade-level knowledge and skills with the other students

18. We would like to improve the MCERT program for future groups of teacher candidates. Please give any suggestions for how participants in the program could enhance (a) your overall teacher education, and (b) more specifically, your preparation to educate English Language Learners:

	To improve my teacher education in general	To prepare me to work with bilingual students
Suggestions for course instructors:		
Suggestions for supervisors:		
Suggestions for mentors:		
Suggestions for administrators:		

19. Below are some specific suggestions for improving your preparation to educate ELLs. Please check any that you think would have been beneficial for you.

____ changing the second diversity course to focus on the needs and resources of English learners and students with special needs

_____ having 2 semester-long internship placements in 2 different counties
(instead of 1 year-long internship placement)

_____ having three 2-credit diversity classes (one in summer, one in fall,
one in spring) so we could continually discuss the teaching of diverse
learners throughout my development in the program (instead of one class
in summer and one class in fall)

_____ writing a paper about shadowing the ESOL teacher or working with
English language learners

_____ having a class with teacher candidates in the MCERT in ESOL (so
we can learn from teacher candidates in ESOL & they can learn from us)

_____ having ESOL teachers as guest speakers in our classes

_____ taking a class with an ESOL-certified teacher educator

THANK YOU!

APPENDIX 8: INSTITUTIONAL REVIEW BOARD INFORMED CONSENT FORM

Consent Form Page 1 of 2 Initials: _____ Date: _____

Project Title	Examining Teacher Candidates' Preparation in Teaching Culturally and Linguistically Diverse Students
Why is this research being done?	This is a research project being conducted by Dr. Megan Peercy and Shannon Daniel at the University of Maryland, College Park. We are inviting you to participate in this research project because you are a teacher candidate who may teach English learners in mainstream classrooms. The purpose of this research project is to examine the extent to which the Masters with Certification program at the **** University has prepared you to work with culturally and linguistically diverse students in elementary schools.
What will I be asked to do?	The procedures involve filling out a questionnaire with demographic information and your knowledge of teaching English language learners and participating in 2-4 audio-recorded interviews. The 30-45 minute audio-recorded interviews will take place in a mutually agreed-upon time, date, and location. One interview may be one-on-one, while another may be a focus group setting with members of your cohort. The interviewer will ask you about your knowledge and experiences in working with English learners, potential challenges you perceive in working with English learners, and the ways in which your teacher education programs prepared you to work with English learners. Potential interview questions may include: (1) What education program are you in? (2) Do you feel prepared to teach culturally and linguistically diverse students? (3) What potential challenges do you perceive as you work in your elementary internships? (4) In what ways did your teacher education program at the university prepare you to work with diverse learners?
What about confidentiality?	We will do our best to keep your personal information confidential. This research project involves making audio-recordings of your interviews and observing and taping your interactions in the MCEE. These recordings are being made for researchers to review during analyses. To help protect your confidentiality, all data, including audio-recordings, will be stored in a password-protected computer belonging to the researchers. Only Dr. Megan Peercy and Shannon Daniel will have access to these recordings. Your willingness to participate in interviews, and any information you share in interviews, will not be known by anyone except the

	<p>researchers for this study. The researchers will use a pseudonym for your name and your real name will never be included on any documents. All study data will be destroyed within ten (10) years of the completion of this project.</p> <p>___ I agree to be taped during my participation in this study.</p> <p>___ I do not agree to be taped during my participation in this study.</p> <p>If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if they are required to do so by law.</p>
What are the risks of this research?	<p>The only foreseeable risks from participating in this research project may be apprehension about being taped or observed. You will be asked to commit one-two (1-2) hours of your time for the interviews. Engagement in this study is voluntary, there will be no penalty if you refuse to answer questions or withdraw from the study at any time. You may also review the transcriptions of our interviews at any time, and you can edit or delete any comments you wish. Your participation in this study has no effect on your course grades or participation in the MCEE program.</p>
What are the benefits of this research?	<p>This data collected in this study may help future teacher educators improve teacher education programs, thus enhancing the preparation of teacher candidates to work with English language learners. We hope that, in the future, other teacher candidates, mainstream teachers, and teacher educators might benefit from this study through improved understanding of teacher candidates' needs when preparing them to teach culturally and linguistically diverse learners.</p>
Do I have to be in this research? May I stop participating at any time?	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time, without penalty. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. Your course evaluation will not be affected by your participation in this study, nor will it be affected if you terminate your participation in this study.</p>
What if I have questions?	<p>This research is being conducted by Dr. Megan Peercy and Shannon Daniel at the Department of Curriculum and Instruction, at the University of Maryland, College Park, MD</p>

	<p>20742. If you have any questions about the research study itself, please contact Megan Percy or Shannon Daniel at 2311 Benjamin Building, University of Maryland, College Park, MD 20742, phone (301) 405-0067, or email at mpercy@umd.edu or sdaniel@umd.edu. If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@umd.edu; (telephone) 301-405-0678. This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>
Statement of Age of Subject and Consent	<p>Your signature indicates that: you are at least 18 years of age; the research has been explained to you; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project.</p>
Signature and Date	<p>NAME OF SUBJECT</p> <p>SIGNATURE OF SUBJECT</p> <p>DATE</p>

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